

Fall 11-5-1986

Senate Meeting, November 5, 1986

Academic Senate
Illinois State University

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ACADEMIC SENATE MINUTES

November 5, 1986

Volume XVIII, No. 5

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ACADEMIC SENATE MINUTES

(Not approved by the Academic Senate)

November 5, 1986

Volume XVIII, No. 5

Call to Order

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:03 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Secretary DeLong called the roll and declared a quorum present.

Approval of the Minutes of October 22, 1986

XVIII-21 Ms. Getsi moved to approve the minutes of October 22, 1986 (Second, Lorber). Motion carried on a voice vote.

Chairperson's Remarks

Mr. Schmaltz had no remarks.

Vice Chairperson's Remarks

Mr. Semlow had no remarks.

Student Body President's Remarks

Mr. Ritter had no remarks.

Administrators' Remarks

Mr. Watkins had no remarks.

Mr. Strand had no remarks.

Mr. Gamsky had no remarks

Mr. Harden distributed two items to the Senate. The first was the "Statement of Condition of General Revenue Appropriation for Illinois State University", dated September 1986. He stated that these were the final auditing figures for 1986. The first page represented General Revenue expenditures of the University. We lapsed \$1,921.50, mostly in equipment funds. The second page is the condition of the income fund which is mostly derived from tuition. For FY86 ISU estimated an income of \$19,120,300.00. Of that we spent \$19,077,650.05 which is shown in the expenditures column. We had \$51,649.05 that we did not spend. The balance carried over to 1987 would be \$828,861.64.

Mr. Petrossian asked what the University would do with this money.

Mr. Harden replied that the University would probably pay utilities. In order to meet salary increases, \$318,000 had been transferred from the utility account. The funds would be easily absorbed by the 9% increase that Illinois Power would be billing since the loading of the nuclear power plant at Clinton. Consumption wise, the university was using more utilities this year. BTU's were at 21% and therms at 19%.

The second handout was from the BHE's RAMP Report, a page entitled: "Earnings Per Staff Year - Appropriated State Funds". This did not represent contractual salaries. What it represents is the total earnings out of state funds for all activities. Summer school teaching, overload, and intramural refereeing were all added in. It would be more like what one would pay income tax on. Staff year is 12 months employment. A 9 months contract is .75. If you teach two months of the summer it is 11/12, etc. On that basis, ISU has been consistently second in the State of Illinois vis a vis all other public institutions. Only one other school has been above ISU on an annual earnings basis, the University of Illinois at Chicago Circle. The average earnings of ISU faculty members was \$38,051.00 and the earnings for U of I, Chicago, \$39,738.83. This excluded medical and dental schools which were \$45,000 and \$42,000. ISU's faculty annual earnings were consistently second in the state for the past five years.

Mr. Insel asked what the staff year meant. Mr. Harden said it would be .75 for a faculty member on a 9 months contract. Administrative/Professional staff were not included. Mr. Insel asked if the definition of "staff" were uniform among schools. Mr. Harden said the actual definition comes from the BHE and is uniform. The application of the term may be different in the institutions.

Mr. Sessions asked for an explanation of what accounted for the totals. Since teaching overloads and refereeing had been mentioned, he wondered if in order for teachers to be at this level at ISU, would they have to "moonlight". Mr. Harden stated that moonlighting was usually a concept applied outside the organization. These are all things the university is employing inside the university.

Mr. Sessions said he would be happy if his income were what was represented here. He wondered about the disparity.

Mr. Harden replied that these figures represented an average earnings of ISU faculty members. It represented a "mean". Different disciplines offered different opportunities to earn at different levels.

Mr. Shulman asked if this included FTE's for graduate assistants, etc. Mr. Harden said graduate assistants did not enter into this calculation.

Mr. Insel asked how they accounted for the fact that Urbana had lower salaries than ISU. Mr. Harden said that "soft money" was not included. The U of I faculty made their money on big research grants. This table was strictly for appropriated funds. Mr. Insel clarified that if a faculty member derived his entire yearly salary from a research grant, he would not be included in this study. Mr. Harden said he would not be included, it was only for appropriated funds.

Ms. Getsi was astonished at this report. She asked if all the schools reported here were accounted for in the same way. Mr. Harden replied that theoretically the definition was the same for all schools. Ms. Getsi asked who received this report. Mr. Harden replied that it was a page of the IBHE Ramp Document.

Mr. Harden stated that what the faculty normally sees is a 9-month report of salaries. This report represented a 12-month salary.

Mr. Ken Strand said that possibly a median report would be more representative of salaries. Mr. Harden said the frequency of values of ISU faculty are less widespread than say the U of I faculty.

Mr. Schmaltz asked if a professor at the U of I medical school were earning \$100,000 per year, 75% of which was paid off a research grant, what salary would be added into this study? Mr. Harden said \$25,000 would show.

Mr. Kirchner asked how long the average professor had been here to earn this salary. Mr. Harden did not know the length of time, he reiterated that this represented total income.

Mr. Nelsen asked if the figure \$27,500 would be a more realistic estimation. Mr. Harden said this was close. Some faculty at ISU are more than 100%, but for the most part, .75 of this would get you close to the more realistic figure.

Mr. Harden said that part of this study was that ISU runs one of the biggest summer schools in the State of Illinois. This adds income to faculty salaries.

Action Items

1. Proposal for M. S. in Public Administration (9.22.86.3)

Ms. Mills clarified that the title of this program rather than Master of Science in Public Administration should be Master's in Public Administration. This was a revision that was not made on the cover of the proposal, but is clearly indicated in the content of the proposal. This has been cleared with the Graduate School. She mentioned that the Budget Committee had circulated some substitute pages that should be inserted in the original proposals.

XVIII-22 Ms. Mills moved approval of the proposal for Master's in Public Administration. (Second, Whitcomb).

Mr. Ramsey spoke concerning the materials he had circulated. These included: Page 14, with corrections in Table IV-3; Page 23, with corrections in Table IV-4; Page 27, Table IV-5 which indicated expenditures of \$144,000: Items 7 (Staff), 8 (Equipment and Instructional Materials), and 9 (Library) should be noted; Page 24; and Page 28.

Motion carried on a voice vote.

2. Proposal for Deletion of BFA Degree in Theatre (9.8.86.4)

XVIII-23 Ms. Mills moved approval of the Proposal for Deletion of BFA Degree in Theatre. (Second, Whitcomb).

The Academic Affairs Committee had considered this request from Theatre and vote unanimously in favor of this deletion.

Mr. Shulman commended the Theatre Department for dropping this BFA degree, even though in his opinion it was the strongest of the BFA degrees. He hoped that others would follow suit and drop the other BFA's.

Motion carried on a voice vote.

3. Proposal for Subdivision of a Degree Major in Department of Health, Physical Education, Recreation and Dance (10.7.86.1)

XVIII-24 Ms. Mills moved approval of the Proposal for Subdivision of a Degree Major in the Department of Health, Physical Education, Recreation and Dance. (Second, Whitcomb).

Ms. Mills stated that this subdivision would offer sequences in coaching, fitness, and athletic training. The curriculum changes are at the request of the Board of Regents to reflect current occupational trends.

Mr. Ramsey stated that this proposal presented no budgetary impacts.

Motion carried on a voice vote.

4. Approval of Appointment of James Hazeltine, Marketing, to the University Curriculum Committee.

XVIII-25 Ms. Roof, Chairperson of Rules Committee, moved to suspend the rules and add a fourth item to the agenda: Approval of Appointment of James Hazeltine to the University Curriculum Committee. (Second, Lesch).

Mr. Nelsen asked if there were some urgency for this matter.

Mr. Lesch, Senator from the College of Business, stated that Gene Rozanski from Accounting had resigned from this committee, and that their college was short one representative at the present time. The committee had been having lengthy meetings, and the college wished to be represented.

Motion carried on a unanimous vote.

XVIII-26 Ms. Roof moved to approve the appointment of James Hazeltine, Marketing, to the University Curriculum Committee. (Second, Lesch). Motion carried on a voice vote.

Information Items

1. Proposal for Disestablishment of Bilingual/Bicultural Education Program in Department of Curriculum & Instruction (9.22.86.2)

Ms. Mills, Chairperson of the Academic Affairs Committee, stated that this request came from the Department of Curriculum and Instruction. The program had not been advertised or utilized since 1983. The department has no plans to do so in the future, and is requesting a deletion of the program.

Mr. Sessions asked if the Curriculum & Instruction department had considered state mandates concerning bilingual/bicultural requirements.

Ms. Mills said this point had been raised in her committee. Such mandates were being met through other methods.

Mr. Whitcomb said he had been Chair of the Foreign Language Department at the time this program was established and the bilingual/bicultural were being instituted all over the country at that time. In the meantime, interest has focused in certain areas of the country. It was his understanding that there were no students in the program at ISU, and there was very little call for it.

Mr. Lorber stated that the C&I department did view this as an important area. The program is to address needs of these particular students, and not to mainstream these students. Among the priorities of the department, this is further down on the list.

Mr. Sessions asked Sen. Lorber if the problem of addressing the needs of students in the classrooms through language understanding is being dealt with in other instructional programs.

Mr. Lorber said they were not trying to prepare teachers of English as a second language in other courses, but were addressing issue of how to deal with students of other cultures in other courses. The issue is not being ignored, but is being dealt with in a different manner.

Mr. Sessions asked if school districts and school principals were not looking for students trained in these skills. Mr. Lorber said this seemed to be the case.

2. Proposal for Music Therapy Sequence of the M.S. Degree in Music (9.23.86.2)

Ms. Mills of the Academic Affairs Committee introduced the proposal for Music Therapy Sequence of the M.S. Degree in Music. This program is designed to attract two kinds of students: students who have completed a baccalaureate degree in music and are registered music therapists, or students who have completed a baccalaureate degree in music but have not attained registration in music therapy. The sequence adds the core requirements for a Master's of Music degree, 14 hours in music, plus 12 hours of courses in music therapy, and 9 hours of electives from other departments. Advanced music courses have been approved through the university curriculum process for this degree. The proposal clearly states that ISU does have the qualified faculty for this program. The Academic Affairs Committee had suggested some clarifications of the proposal, which the Music Department had sent out October 31, 1986.

There would be no new resources needed. Representative of the Music Department were present for questioning.

Mr. Ramsey stated that Dr. Corra had provided additional information on enrollments to the Budget Committee. In three or four years they would have 8 students enrolled in the program, and would be graduating 8 students. The existing courses are already on the books. The Budget Committee had determined that this proposal would have no budgetary impacts.

Mr. Sessions had a matter of concern about the proposals being presented-- it was what he termed "creeping professionalism". In the Music proposal, HPERD proposal, Theatre proposal, etc., much of what the University is offering as programs is dictated by sources outside the University. He thought this was a dangerous precedent. It is necessary for the University to take command of its own curriculum and establish what it will teach and set qualifications for degrees. He was not opposed to the present proposals. However, it is time for the University to reconsider their role in establishing curriculum. He felt we were diminishing our role and stature in the world of education.

Mr. Roberts referred to Appendix D - Music Therapy Registration Course Requirements. It seemed to him that the total program absorbed all the undergraduate hours available. What was the purpose of Appendix D?

Ms. Mills answered that this was not a part of the new sequence. It was information provided by the Music Department. She yielded to Marie Digiammarino who stated that these courses were for a person who comes in without preparation in Music Therapy. They would need to take such courses as prerequisites.

Ms. Getsi stated that the original Appendix D had changed. Ms. Digiammarino said the new pages were included in the October 31, 1986 information about Music Therapy.

Mr. Schmaltz referred to Page 8 - Additional Requirements. "Supportive field subjects are to be selected from 300 and 400 level courses but not limited to the fields of Psychology, Education, Speech Pathology and Audiology, Sociology, and Social Work. (9 hours required). What other fields would be included in those nine hours. Why would you want to take courses in other areas. Being a psychologist, he thought it important to have some psychology courses in your background to be involved in therapy.

Ms. Digiammarino said other courses may be developed in the future.

There were no further questions.

Committee Reports

Academic Affairs Committee - No report.

Administrative Affairs Committee - No report.

Budget Committee - Mr. Ramsey had no report. He announced a brief meeting following Academic Senate.

Faculty Affairs Committee - No report.

Rules Committee - No report.

Student Affairs Committee - Mr. Pasulka announced a short meeting following Senate adjournment.

XVIII-27 Mr. Nelsen moved to adjourn the meeting (Second, Watkins). Academic Senate adjourned at 7:57 p.m.

FOR THE ACADEMIC SENATE

DOUGLAS A. DELONG, SECRETARY

[illegible]

STATEMENT OF CONDITION C GENERAL REVENUE APPROPRIATION
ILLINOIS STATE UNIVERSITY
MONTH AND YEAR September 1986

	(1) Annual <u>Appropriation</u>	(2) Expenditures <u>to Date</u>	(3) Outstanding <u>Encumbrance</u>	(4) Unencumbered <u>Budget Balance</u>
<u>PERSONAL SERVICES</u>	\$ 40,458,400.00	\$ 40,458,400.00	\$ ---	\$ ---
<u>EMPLOYER CONTRIB. TO RETIREMENT</u>	4,829,200.00	4,829,200.00	---	---
<u>CONTRACTUAL SERVICES</u>	9,111,800.00	9,111,800.00	---	---
<u>TRAVEL</u>	299,500.00	299,498.65	---	1.35
<u>COMMODITIES</u>	867,400.00	867,379.80	---	20.20
<u>EQUIPMENT</u>	1,628,400.00	1,626,636.94	---	1,763.06
<u>OPERATION OF AUTOMOTIVE EQUIP.</u>	109,500.00	109,405.20	---	94.80
<u>TELECOMMUNICATIONS SERVICE</u>	491,200.00	491,177.66	---	22.34
<u>AWARDS AND GRANTS</u>	184,100.00	184,080.25	---	19.75
<u>TOTAL</u>	<u>\$ 57,979,500.00</u>	<u>\$ 57,977,578.50</u>	<u>\$ ---</u>	<u>\$ 1,921.50</u>

STATEMENT OF CONDITION OF INCOME ID -- EDUCATIONAL OPERATIONS
ILLINOIS STATE UNIVERSITY
MONTH AND YEAR September 1986

FY/

	(1) Annual Appropriation	(2) Expenditures to Date	(3) Outstanding Encumbrance	(4) Unencumbered Budget Balance
Personal Services	\$ 14,242,700.00	\$14,241,347.50	\$ ---	\$ 1,352.50
Contractual Services	2,037,200.00	1,813,200.00	---	---
Travel	152,800.00	202,226.81	---	4,573.19
Commodities	339,400.00	559,321.98	---	78.02
Equipment	1,690,000.00	1,689,955.40	---	44.60
Operation of Automotive Equipment	60,400.00	19,990.76	---	40,409.24
Telecommunications Service	356,800.00	306,726.77	---	73.23
Awards and Grants	50,000.00	44,882.40	---	5,117.60
Minor Permanent Improvements	200,000.00	199,999.33	---	.67
Total	<u>\$ 19,129,300.00</u>	<u>\$ 19,077,650.95</u>	<u>\$ ---</u>	<u>\$51,649.05</u>

ANALYSIS OF FUND

Balance	\$ 494,557.41	
Receipts this Fiscal Year	\$ 19,477,122.66	Amount appropriated this fiscal year \$ <u>19,129,300.0</u>
Total	\$ 19,971,680.07	Amount available to date
Less: Expenditures Vouchered against Appropriated Accts	\$ 19,077,650.95	(\$ <u>19,971,680.07</u> minus \$ <u>13518.43</u>) \$ <u>19,958,161.6</u>
Expenditures drawn directly against fund for Unemployment Compensation	\$ 13,518.43	<u>Balance to be earned (overearned)</u> \$ <u>(828,861.6</u>
Balance	\$ <u>880,510.69</u>	

EARNINGS PER STAFF YEAR
APPROPRIATED STATE FUNDS

	FACULTY						
	FY1983 AMOUNT	FY1984 AMOUNT	FY1985 AMOUNT	FY1986 AMOUNT	% CHANGE 83-84	% CHANGE 84-85	% CHANGE 85-86
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	27,108.84	27,870.38	29,052.68	31,103.64	2.80	4.24	7.05
EASTERN ILLINOIS UNIVERSITY	28,089.26	29,467.10	31,068.37	32,896.60	4.90	5.43	5.88
GOVERNORS STATE UNIVERSITY	26,839.08	28,250.48	29,262.12	30,154.32	5.25	3.58	3.04
NORTHEASTERN ILLINOIS UNIV.	29,783.42	30,662.46	32,015.24	36,168.05	2.95	4.41	12.97
WESTERN ILLINOIS UNIVERSITY	29,707.01	31,482.80	33,449.09	37,181.12	5.97	6.24	11.15
***SUBTOTAL**	28,605.03	29,919.49	31,458.17	34,134.41	4.59	5.14	8.50
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	31,275.59	33,358.35	35,387.15	38,051.43	6.65	6.08	7.52
NORTHERN ILLINOIS UNIVERSITY	28,338.22	29,296.08	30,503.71	32,004.35	3.38	4.12	4.91
SANGAMON STATE UNIVERSITY	30,870.91	32,492.37	33,848.84	35,810.46	5.25	4.17	5.79
***SUBTOTAL**	29,661.24	31,035.69	32,520.50	34,448.55	4.63	4.78	5.92
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	27,276.47	28,887.73	29,910.35	32,734.31	5.90	3.53	9.44
SCHOOL OF MEDICINE	36,446.04	41,477.91	43,359.01	45,363.67	13.80	4.53	4.62
EDWARDSVILLE	29,000.00	31,752.84	32,824.12	35,419.09	9.49	3.37	7.90
SCHOOL OF DENTAL MEDICINE	38,828.31	40,611.65	42,328.67	42,956.23	4.59	4.22	1.48
SYSTEM OFFICE	10,960.00	11,900.00	.00	.00	8.57	100.00-	.00
***SUBTOTAL**	28,820.35	30,942.46	31,981.24	34,783.02	7.36	3.35	8.76
UNIVERSITY OF ILLINOIS							
CHICAGO	33,118.04	35,471.04	37,823.28	39,738.83	7.10	6.63	5.06
URBANA/CHAMPAIGN	29,952.16	32,100.76	33,511.02	35,736.31	7.17	4.39	6.64
CENTRAL ADMINISTRATION	26,182.76	28,417.84	28,464.64	30,219.21	8.53	.16	6.16
***SUBTOTAL**	31,126.99	33,355.90	35,085.46	37,197.62	7.16	5.18	6.02
TOTAL	29,949.90	31,851.11	33,380.36	35,703.52	6.34	4.80	6.95

NEW AND EXPANDED PROGRAM REQUEST

1. INSTITUTION: Illinois State University
2. PROGRAM TITLE: Master of Public Administration
LEVEL: Graduate I
3. 6-DIGIT CIPS CODE: 45.1001
4. PROPOSED INITIATION DATE: Fall, 1988
5. DATE OF SUBMISSION: October 1, 1985
6. SITE: On campus

MISSION STATEMENT

7. OBJECTIVES AND RELATIONSHIP TO UNIVERSITY MISSION.

Program Overview and Objectives This proposed Master of Public Administration program is designed to provide students with a high quality education for the purpose of preparing them to assume effective management and leadership roles in both governmental and non-governmental public service agencies. The MPA will contribute to the enhancement of community leadership and public services by providing opportunities for current and potential agency officials to develop their professional skills and expertise and by establishing an interactive relationship between local and county public service agencies and the university community.

In meeting this general objective, the program incorporates a number of innovative features in a manner not found in more traditional public administration programs. Thus, while the program provides a core curriculum dealing with public management skills, its curriculum leaves students free to tailor a course of study that addresses their particular needs and career objectives. Second, the applied nature of the program builds upon the rich diversity of faculty expertise in policy research and evaluation methods to emphasize student participation in applied off-campus fieldwork. This feature will not only provide cooperating agencies with useful assistance, but it will also allow students to acquire the kinds of "hands-on" experiences that will serve their career objectives. Third, qualified practitioners will be employed on a temporary basis to offer specialized courses and workshops for both students enrolled in the program and representatives of local and regional agencies. Fourth, students are required to have a professional practice experience in order to apply classroom lessons to a supervised work environment. Finally, the program has established and will maintain a close working relationship with an Advisory Council in order to facilitate on-going program development and the identification of professional practice opportunities for students. This council, composed of public and private agency officials and already functioning in connection with the department's undergraduate program, would assist in identifying potential workshop topics in applied, specialized, technical, and rapidly changing areas of public service, and in identifying practitioners qualified to conduct those workshops.

It is emphasized that this program's primary focus will be upon preparing students for professional careers in county and sub-county public service agencies.

Specific Educational Objectives. The program intends to produce professionals capable of intelligent and creative analyses, communication, and action in the public sector. Its specific educational objectives are to provide:

1. understanding of the functions, structure, and processes of state and local governments and the prerequisites for effective representation of the public interest;

2. knowledge of management skills such as budgeting, personnel management, and program evaluation and analysis;
3. knowledge of and practice in applied research methods, including research design, statistical analysis, and familiarity with relevant government documents and other source materials;
4. experience in government agencies or other public service organizations, applying the skills learned in the classroom;
5. experience in applied research relevant to the issues faced by sub-national governments and non-profit agencies; and
6. knowledge of and experience with the most recent developments in computer applications, technological developments relevant to government issues, and management skills.

Other Programmatic Objectives. While the specific educational objectives, described above, relate to expectations of student achievement in the program, the MPA also incorporates several other programmatic objectives which define the relationship of the program to the surrounding community. These objectives include:

1. developing a close interactive relationship with local and county governments and other public service employers within a 60 mile radius of the university;
2. contributing to the quality of the services these agencies provide through cooperative research efforts;
3. offering specialized training in specific management skills and techniques to local officials and employees who are not necessarily seeking a degree; and
4. recruiting non-traditional students, women and minorities in order to enhance their job prospects in the public sector.

Relationship to University Mission. The historic mission of Illinois State University emphasizes education in a broad context. The University's 1985-90 Academic Plan elaborates a three-fold mission:

- 1) to expand the horizons of knowledge;
- 2) to transmit knowledge to students, colleagues, and the general citizenry;
- 3) to enrich the culture of which it is a part.

The specific mission of the College of Arts and Science particularly emphasizes liberal education for career preparation and an informed citizenry.

The Department of Political Science encompasses both the university and college missions in defining its own mission. In part through the development of a comprehensive program of public administration research and education, the Department elaborates all three goals stated in the University's Academic Plan.

First, the Department realizes an obligation to expand the horizons of knowledge. New knowledge about the structure, problems, performance, and capacity of government is valuable in itself. Such research clarifies the issues facing government and aids the search for viable solutions. More specifically, however, the Department recognizes the importance of developing and transmitting a body of knowledge that is applicable to the state and local agencies and voluntary associations that are an important part of the regional community supporting the University.

Second, the Department is deeply committed to facilitating the transmission of knowledge to students, practitioners, colleagues, and the community at large. The Department faculty believes that through a comprehensive program of public administration education, expertise can be used to prepare students for professional positions in public and private agencies. Preparation of these professionals should reflect the best academic traditions. The Department also feels it is important to provide opportunities for government employees and officials to upgrade their skills and to participate in the teaching program when they have expertise that should be transmitted to others. Certainly the Department is committed to fostering the flow of useful information both between the University and communities and also among the communities themselves. The Department seeks to become not only a generator of new and useful information but also a facilitator of its dissemination.

Third, the Department's undergraduate program possesses a number of important strengths relevant to the proposed Master's degree program. It has a talented and diverse faculty, whose areas of specialization complement one another and enable the department to offer an exceptionally wide range of courses at both lower-division and upper-division levels. Political Science has witnessed a 26 percent increase in Departmental course credit hours in the past five years, in courses serving both its own majors and those of other Departments. The number of majors in Political Science has now reached some 400 undergraduate students. Moreover, the political science faculty developed substantive concentrations in the Public Service and Global Studies areas, and these have attracted growing numbers of students (including new majors). One other measure of the political science undergraduate program is the record of its baccalaureate degree holders after graduation. Specifically, many students have gained admission to leading graduate and professional degree programs across the country (e.g., Harvard, New York University, Michigan, and Northwestern), and others have been awarded prestigious year-long fellowship and research positions in Illinois and elsewhere (e.g., the James Dunn Fellowship in the Office of the Governor of Illinois, Legislative Staff Internships in Springfield, and Research Internships with the U.S. Advisory Commission on Intergovernmental Relations in Washington, D.C.). In sum, the department's undergraduate program represents a solid foundation for building and interacting with a graduate program in public administration.

Finally, the Department seeks to carry out the mandate of the Academic Plan by enriching the culture of which it is a part in the most appropriate way. A long tradition in Political Science evinces a concern for the quality of life in communities. It seeks to manifest that concern by forging more effective ways to allow the University to utilize its considerable resources in helping communities improve the quality and effectiveness of their services to their citizens. In so doing, the University will be contributing in significant ways to the quality of life in these communities.

The Department of Political Science has already begun many of these initiatives through its Public Service Concentration at the undergraduate level. Experience in this endeavor indicates several things. First, it is possible and highly desirable to meld the best academic traditions with more work in career development and field application. Second, the integration of an Advisory Council - with members drawn from public and private sector managers - into the planning and implementation of the program provides many benefits. The Advisory Council helps to pinpoint demands, identify practitioners willing to provide assistance, and acts as a liaison in developing new internship and professional practice opportunities. Finally, employment opportunity studies indicate that for professional advancement above entry level positions a graduate degree in public administration is highly desirable from the standpoint of the employer and the employee (see below pp. 19-21).

The Master's degree in Public Administration would not only be a logical extension of an already existent undergraduate concentration, but when compared to the department's current master's degree program, it would differ in eight ways. First, it would provide students significantly more opportunities for applied research in a number of courses, including an expanded professional practice experience. Second, the applied research component would result in a novel feature from this department's perspective; namely, students will be able to develop "portfolios" of completed projects dealing with actual issues confronting public and/or private voluntary agencies. (These examples of students' analytical and methodological skills and substantive knowledge should heighten their attractiveness to public service employers.) Third, the proposed graduate degree program would provide currently unavailable opportunities for students to receive extensive instruction from experienced practitioners in workshops dealing with specialized subjects as well as in regularly scheduled courses. Fourth, the involvement of students and faculty alike in applied research projects addressing concerns of local public service agencies plus the offering of workshops would increase this department's service to communities within the region. Fifth, political science graduate students enrolled in the public administration program would have a third degree choice not now available, i.e., the 39 credit hour option. Sixth, the offering of a program avowedly oriented toward meeting the needs of people who are seeking employment or who are already employed in the public sector has the potential to attract more non-traditional students than typically enroll in this department's present master's degree program, which is designed for students with general interests in political science. Seventh, the proposed public administration degree program is consciously designed to give students the flexibility to take graduate level courses offered by other departments in order to fulfill

particularistic career objectives or needs. This feature represents an increase in the interdisciplinary educational opportunities afforded students when compared to the department's present master's program. Finally, this master's degree proposal, if approved, will provide students an opportunity to earn an identifiable degree in a program clearly associated with and focused upon public service careers.

8. EFFECTS OF PROPOSED PROGRAM

The adoption of this program can be expected to have only minimal impact on existing programs across the University. It does not replace any existing program. This program will attract students who would not now pursue graduate study at Illinois State University. Therefore, to the extent that these students seek electives outside the Department of Political Science, other departments such as Accounting, Criminal Justice Sciences, Economics, Educational Administration and Foundations, Sociology, and Geography-Geology might experience some enrollment increase in their 300 and 400 level courses. Because of the breadth of elective choices, however, these expected increases would be spread among departments and would not be a burden to any.

As indicated above, students in the proposed program would be encouraged to take some courses outside the Department of Political Science and to this extent, the program would be supported by such departments. Since the elective courses in question, however, are regular catalog courses, no significant additional burden on any other department is anticipated.

CURRICULUM

9. PROGRAM COMPONENTS AND COURSE DESCRIPTIONS.

The Master's program in Public Administration is designed to offer an advanced degree to students interested in training or re-training for careers in the public sector. The program is flexible and can be tailored to both individual student needs as well as the ever changing demands for analytic, technical, and managerial skills in the public service environment.

The program is built around a core curriculum designed to give students the general knowledge of state and local governments they need as well as the basic management skills required by public managers. These courses, and a number of the electives, also provide students an opportunity to apply skills learned in the classroom. Such applications might include such things as program evaluations, grant writing, fiscal analysis, or the development of personnel manuals.

Students will select one of the following three options to complete the degree: (1) a 34 credit hour option including writing a master's thesis; (2) a 33 credit hour option including taking comprehensive examinations, or (3) a 39 credit hour program including, beyond the core curriculum requirements, an additional 15 credit hours of electives and a culminating paper formally presenting an analysis of a public policy issue. The culminating examinations, thesis, or paper would combine both theoretical knowledge and practical application.

Required Courses--18 credits

Political Science 497: Introduction to Research Methods (3 credits)

Instructors: Klass, Monroe, F. Roberts.

Description: An examination of the social science research skills applicable to policy analysis and evaluation; including survey research design and sampling, computer processing and data analysis, regression statistics, causal modelling, forecasting, time series analysis, and quasi-experimental research design. Students are asked to design and execute research projects and to prepare summary reports.

Political Science 431: Seminar in Public Administration (3 credits)

Instructors: Gordon, Klass, Lind, Elder, Hunt, Payne

Description: A comprehensive examination of the basic concepts, institutions, processes, behaviors, and issues in contemporary public administration. Topics include: administrative organization, budgeting, personnel administration, organizational theory and democratic theory.

Political Science 421: Seminar in State and Local Politics (3 credits)

Instructors: Elder, Kiser, Wilson

Description: This seminar provides a comprehensive survey of the literature on state and local government institutional structure, policymaking processes and intergovernmental administration.

Political Science 333: Politics of Government Budgeting (3 credits)
Instructors: Gordon, Lind.

Description: This course encompasses the structure, laws, functions and processes of the governmental budgeting system. Topics include budgeting and decision making, the executive budget process, fiscal stress, legislatures and budgeting, intergovernmental aid and state and local budgets, and budgetary reform.

Political Science 331: Public Personnel Administration (3 credits)
Instructor: F. Roberts

Description: A survey of personnel issues and of standard civil service procedures including job analysis and position classification, employee selection, evaluation and promotion, salary plans and fringe benefit administration, employee motivation, and collective bargaining. Course requirements include a familiarity with practitioner literature, presentation of training workshops, memo and report writing, and supervision exercises.

Political Science 332: Public Policy Analysis (3 credits)
Instructors: Elder, Klass, Hunt, Lind, Monroe.

Description: This course focuses on formal methods of program evaluation, experimental and non-experimental research design, and surveys the history of policy evaluation across several social policy areas. May be repeated for credit if the content is different.

Students who as undergraduates satisfactorily completed any of the above 300-level core courses or their equivalents will be required to substitute either a 3-credit, POS 490 Readings in Political Science course dealing with a topic related to the subject matter of the 300-level course already taken or an appropriate graduate level seminar as determined in consultation with the graduate advisor. No more than 6 credits of POS 490 may be applied toward fulfilling graduation requirements.

Required Fieldwork—6 credits

Political Science 498: Professional Practice (6 credits)
Instructor: Wilson.

Description: This fieldwork would generally serve as a culmination to coursework in the public service curriculum. Students would be provided with hands-on experience in a government or community organization, applying the skills they learned in their coursework.

Students with appropriate professional experience may have the professional practice course waived by the advisor of the public service program. Additional electives would be required if the course were waived.

Electives

In addition to the 24 credit hours of required courses: Students selecting option 1 must complete a thesis worth 4 credit hours (POS 499) and 6 credit hours of additional graduate-level coursework.

Students selecting option 2 must take 9 credit hours of additional graduate-level coursework.

Students selecting option 3 must take 15 credit hours of additional graduate-level coursework.

No more than 12 credits of 300-level courses may be taken to fulfill graduation requirements in the above options.

Students may be able to complete their coursework by taking only Political Science courses or, in consultation with their advisor, may tailor a program to meet their specific needs for courses in such other departments as:

- Accounting
- Agriculture
- Communications
- Criminal Justice
- Economics
- Educational Administration and Foundations
- Finance and Law
- Geography and Geology
- Health, Physical Education, Recreation and Dance
- Industrial Technology
- Psychology
- Sociology

(See Appendix II for an illustrative list of elective courses.)

10. ACHIEVEMENT OF OBJECTIVES

The required courses in the Master's degree in Public Administration are selected to represent an introduction to each of the major components within the sub-field. Students completing the required courses will be familiar with the primary problems faced by sub-national governments, the management and research skills employed in governmental and non-governmental agencies, and the technological advances in the field.

The elective courses allow the student to develop areas of special expertise. Required courses assure potential employers that the program's students are administrative generalists while the electives allow the students to develop appropriate technical specialties within or outside the Political Science Department.

Formal course offerings will focus on both theoretical knowledge and applied research. In most courses, students will be given the opportunity for "hands-on" experience and they will be asked to present alternative solutions to problems encountered by those dealing with the public sector. Working closely with faculty members in the public service program, students will be able to develop expertise in specific problems faced by local governments in the service area of the program. For example, communities in its service area may request the assistance of the program's graduate students in evaluating and developing new programs in financial management. Students would develop research projects around these problems and, in addition to enriching their education, would be providing a public service to communities in the area. The culminating experience of the program, a professional practice internship, will

meld together technical and managerial skills as "practical", though theoretically-grounded, solutions to public sector problems.

The Master's program, through its use of workshops and practicums, will build upon the course offerings of the Political Science Department. Political Science faculty and practitioners with particular skills will develop and offer workshops and practicums on current problems and issues faced by employees of governmental and not-for-profit organizations. By addressing current problems and managerial innovations, these workshops will allow current graduate students to enter the market with appropriate skills, and will also appeal to employees who want to update their expertise. The Public Service Advisory Council, developed in conjunction with our undergraduate concentration on public sector problems, will help identify the needs in this area.

The program will reach out to traditional and non-traditional students who decide to enhance their current skills and who would not be otherwise served by existing master's programs. Recruitment efforts will be directed beyond traditional students, e.g., a recent undergraduate who majored in political science and took a smattering of public administration courses, to governmental employees as well as those who interact with or are dependent upon governmental services. The flexibility and the individual tailoring of the program would attract these students. The Advisory Council would again be utilized to help formulate the specific topics and goals of workshops that would be most beneficial to these students.

Relationship of Courses to Specific Educational Objectives (see Section 7.)

To meet the specific educational objective #1, familiarity with sub-national governments, the following courses and faculty members are provided:

POS 411	American Government	(Monroe, Elder)
POS 421	State/Local Seminar	(Elder, Kiser, Wilson)
POS 422	Urban Seminar	(Gordon, Kiser, Wilson)
POS 431	Public Administration	(Elder, Gordon, Hunt, Lind, Payne)
POS 318	Administrative Law	(Eimermann, Lind)
POS 323	State Political Systems	(Elder, Kiser, Wilson)
POS 329	Intergovernmental Relations	(Gordon)

To meet objective 2, development of management skills, the following courses and faculty members are provided:

POS 431	Public Administration	(Elder, Gordon, Hunt, Lind, Payne)
POS 331	Personnel	(Roberts)
POS 333	Budgeting	(Gordon, Lind)
POS 389.33	Organizational Theory	(Gordon, Lind)

To meet objective 3, applied research, the following courses and faculty are provided:

POS 489	Advanced Study	(staff)
POS 497	Research Methods	(Klass, Monroe, Roberts)
POS 498	Professional Practice	(Wilson)
POS 332	Policy Analysis	(Elder, Hunt, Klass, Lind)

To meet objective 4, professional practice, the following course and faculty member are offered:

POS 498 Professional Practice (Wilson)

To meet objective 5, research projects, the following courses and faculty are provided:

POS 489	Advanced Study	(staff)
POS 498	Professional Practice	(Wilson)
POS 499	Master's Thesis	(staff)
POS 330	Problems in Public Administration	(Elder, Gordon, Hunt, Klass, Lind, Payne)

To meet objective, 6, applied technology, the following courses and faculty would be utilized:

POS 497	Research Methods	(Klass, Monroe, Roberts)
POS 493	Workshops	(Staff/Practitioners)

11. ADMISSIONS REQUIREMENTS.

Admission requirements will be the same as those of the Graduate School of Illinois State University.

Any deviations from the Graduate School requirements will be handled on a case by case basis. The gradepoint average of the nontraditional student re-entering college after a ten year hiatus may not, for example, be a good indicator of that student's potential success in the program. Any applicant falling below the Graduate School's admission standards would only be admitted under exceptional circumstances on a probationary status. (See pp. 21-22 of the 1986/87 Illinois State University Graduate Catalog and Appendix VI.)

12. TRANSFER CREDITS.

A. Proficiency tests will not be offered for any course in the program.

B. Normally, students will be allowed to count not more than 9 graduate-level credits from other institutions toward the Master's degree in Public Administration.

13. DEGREE COMPLETION REQUIREMENTS.

A. GPA: In accordance with the policies of the Graduate School, students must have a minimum cumulative GPA of 3.0 in graduate work at ISU to be in Academic Good Standing, to be admitted to candidacy for a degree or to graduate.

B. Time Limits: All degree requirements must be completed within six calendar years, beginning with the date the student first registers as a student. When graduate study is interrupted by military service or other contingencies, the six year limit may be extended by the Graduate School.

14. COURSE DESCRIPTIONS.

Covered earlier under section 9, there are no new course proposals.

15. EXEMPLARY CURRICULA.

Each required course will be offered at least once every year, ensuring that such courses can be scheduled within a two-year period. The range of courses from which students may choose electives in other disciplines is wide enough that students should experience no difficulty scheduling their course work.

Students wishing to complete the degree within two years will need to take approximately three courses per semester. A three-year schedule allows students to choose two courses a semester; students wishing to take only one course per semester should be able to complete the program in a maximum of 5 1/2 years. This leaves a one-half year leeway for students to 'wait' for a particular elective. To complete the 39 credit hour option, some students may need to take summer courses.

Following are three illustrations of the various curricula that this degree would make possible in public administration education:

Courses required for all students, in all options (24 credit hours):

POS 421	State and Local Seminar	(3)
POS 431:	Public Administration Seminar	(3)
POS 497:	Research Methods Seminar	(3)
*POS 331:	Public Personnel Administration	(3)
*POS 332:	Public Policy Analysis	(3)
*POS 333:	Politics of Government Budgeting	(3)
POS 498:	Professional Practice	(6)
	(may be waived for those with sufficient experience; 6 credits of 400-level electives substituted)	

*See page 9

Model 1: Traditional graduate student in Political Science
selecting the 34 credit-hour option

Required courses:

-----	Courses listed above	(24)
POS 499:	Master's Thesis	(4)

Electives:

POS 422:	Seminar in Urban Politics	(3)
ECO 401:	Survey of Economic Principles	(3)

Model 2 Municipal clerk, selecting 33 credit-hour option. The student presumably would have little prior governmental experience.

Required courses:

----- Courses listed above (24)

Electives

POS 411	American Government	(3)
ACC 405:	Survey of Business Data Processing	(3)
COM 423:	The Process of Communication	(3)

Model 3: Supervisory-level employee in a local public housing authority, selecting 39 credit-hour option

Required:

Courses listed above (Professional Practice waived;
6 credits of 400-level electives taken in lieu of
Professional Practice) (18)

Electives

POS 422:	Seminar in Urban Politics	(3)
POS 318:	Administrative Law	(3)
CJS 421:	Management Issues in the Criminal Justice System	(3)
SOC 431:	Advanced Social Psychology	(3)
ECO 401:	Survey of Economic Principles	(3)
POS 490	Readings in Political Science	(3)
SOC 465	Sociology of Formal Organizations	(3)

ACADEMIC POLICIES

16. UNIT EXERCISING ACADEMIC RESPONSIBILITY.

The Political Science Department will exercise academic responsibility for the program in matters such as curricular modifications, faculty assignments and student evaluations.

Teaching assignments will be made by the chairperson of the Political Science Department with the assistance of the departmental Administrative Committee. The Public Administration Graduate Program Committee will be responsible for periodic reassessment of the proposed program and for evaluation of student records for admission and graduation. All college and university admission standards, academic policies and graduation requirements will be followed.

17. STUDENT CLIENTELE

Table IV-3
ENROLLMENT AND CREDIT HOUR PROJECTIONS FOR THE NEW PROGRAM

Line Code	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01 Number of Program Majors (Fall Term Headcount)	15	20	24	29	35
02 Annual Full-Time Equivalent (FTE) Majors	13	17	20	22	30
03 Annual Number of Credit Hours Generated by Majors and Non-Majors in Existing Courses That Are Needed to Support the Proposed Curriculum	970	997	1123	1150	1326
04 Annual Number of Credit Hours Generated by Majors and Non-Majors in New Courses That Are Proposed Curriculum	0	0	0	0	0
05 Annual Number of Degrees Awarded	0	8	10	12	13

Formulae by which "Enrollment and Credit Hour Projections" were calculated:

1. No. of Program Majors: Begin with 15; increase by 1/3 in the 2nd year, 20% for successive years, leveling off after the 5th year.
2. Annual Full-Time Equivalent: 75% of program majors will be full-time generating 24 credit hours annually. Part-time students generate 9 credit hours annually. Graduation rate = 60% of preceeding year's FTE.
3. Enrollment in Required 300-level courses: Budget Year enrollment plus 50% of new students.
4. Enrollment in 300-level electives: Budget year enrollment plus 25% of new students.
5. Enrollment in 400-level electives: 50% of Budget Year Enrollment plus 50% of new students.
6. Enrollment in required fieldwork: 50% of FTE.
7. Enrollment in workshops: 20 students per semester.

18. SUPPORT OF STUDENTS IN OTHER PROGRAMS.

Many students who receive degrees in disciplines other than Political Science find that a knowledge of such Political Science topics as budgeting, personnel, and public policy are important, even essential, to the careers they have chosen. Examples of such disciplines include Criminal Justice Sciences, Economics, History, Sociology, Business Administration, Education, Communications, Geography, Social Work, Finance and Law, Health Sciences, and Recreations and Park Administration.

As noted elsewhere in this proposal, students will be encouraged to take supplementary courses outside of Political Science, and other programs will be encouraged to take advantage of the relevant courses offered by this program. A few examples:

1. Seminar in State and Local Politics (POS 421)--very relevant to anyone whose job brings him/her into contact with state or local government (e.g., principals, journalists, business managers, social workers, and probation officers);
2. Seminar in Urban Politics (POS 422)--valuable supplement to students of urban history, economics, transportation, and urban planning;
3. Intergovernmental Relations (POS 329)--relevant to education, business, economics, criminal justice, and numerous other disciplines;
4. Public Personnel Administration (POS 331)--highly relevant to management careers in the public sector;
5. Politics of Government Budgeting (POS 333)--highly relevant to anyone whose career depends on government budgeting (e.g., teachers, principals, business people, criminal justice personnel).

It is believed that people from a variety of disciplines would also benefit from the workshop component of the proposed program. A student of urban history, for example, could benefit from a workshop on economic planning and development conducted by the Normal city manager or mayor. Also, faculty and students from other departments would be invited to submit relevant applied research to a proposed newsletter.

It is estimated that about 15% of the program's students would come from departments other than Political Science.

19. CHARACTERISTICS OF STUDENTS.

While it is believed that many of the program's students will be traditional, full-time, non-commuters, it is likely that a very significant number will be full-time employees who can take only late afternoon, evening, or weekend classes. Moreover, a substantial number of students may be commuters since no similar program of such relevance to employees of both government and non-governmental public service agencies is offered by any other university in this part of Illinois. To the extent that the program succeeds in getting such employees to re-enter school, its students will tend to be somewhat older than usual. Because of the affirmative action programs that local governments have

implemented, the "outreach" nature of this program may also increase the number of minority students at ISU.

The program also should prove attractive to students and workshop participants from a wide variety of positions, ranging from personnel of community service agencies to elected officials, city department heads, and classified government employees.

STATEWIDE NEEDS AND PRIORITIES

20. PROGRAMS AT OTHER CAMPUSES.

A number of Illinois colleges and universities offer programs which are similar in some respects to the program proposed here, but there are important differences as well. For example, Governor's State University offers a master's degree to produce broadly skilled public managers--a program without any one substantive or technical emphasis. The Roosevelt University Master's in Public Administration offers concentrations in several substantive areas (e.g. justice administration, health administration, and personnel administration). The Northern Illinois University Master's in Public Affairs offers several fields of specialization and a wide variety of courses, with special concern for meeting the needs of Illinois city managers. The University of Illinois Master's in Public Administration program is rooted in a traditional political science approach to public administration. Finally, Sangamon State University's Master's in Political Studies emphasizes state-level politics and management.

The program proposed here is distinct from all of the above in significant respects. First, it will combine political science, public policy, and public administration approaches to governmental affairs and public service, with particular emphasis on community services. Second, it will focus on the understanding of public issues, governmental processes and the technical and analytic skills appropriate to the needs and challenges of working in both county and sub-county governmental and non-governmental public service organizations. The latter have become very active in delivering public and quasi-public services. Moreover, they often rely on governmental agencies as a primary source of funding or have extensive working relationship with governmental bureaucracies. In many respects the working environment of these agencies is similar to that of governmental organizations and the programs they offer are subject to the same methods of analysis.

Third, a carefully designed applied focus will be an integral component of this master's program. This will include not only an internship program, but also extensive use of workshops, practicums, and the like. (Workshops designed for elected government officials, as well as for private and public agency personnel, would be one example of innovation in this proposed program.) Fourth, research and law-related resources already present within the University and Department will be used to complement the substantive core courses in public administration and local government. For instance, Advanced Legal Research (POS 316), which requires students to research practical legal problems and develop legal writing skills, is an ideal complementary course. Equally useful and practical is Administrative Law (POS 318), with its emphasis on rules made by administrative agencies. Moreover, the ISU library has an outstanding collection of legal materials, including local ordinances, state and federal statutes, more than 50 major law journals (several of which emphasize the legal context of local government), and the opinions of all state and federal appellate courts in the United States.

A fifth aspect of this proposal is that special attention will be paid to public issues confronting all levels of county and sub-county government, including some (e.g., county government) which have not been systematically treated in any existing master's program in Illinois. Sixth, the program plans to involve visiting practitioners and scholars alike in conducting practicums and workshops. Examples of topics such workshops might address include: "reduction-in-force" management, realistic local development strategies, desk-top data processing for public managers, good faith collective bargaining under Illinois public labor law, "rapid" program evaluation, recent changes in affirmative action and comparable worth requirements, effective use of legal references, preparation of government grant applications, introducing civil service principles into county government, simulation techniques in employee training, matching management and budgeting techniques to agency objectives, agency policy, and procedure manual development. As these suggested topics indicate, workshops would be designed to serve real needs expressed by regional agencies as well as to provide curriculum enrichment for regular program students. Specific workshops would not be undertaken unless there was a demonstrated need for them.

A final feature of the proposed program is that it is designed to combine the methodological and analytical skills acquired through the required course, POS 497, with practical, applied field research experiences obtained through such courses as POS 329, 331, 332, and 431. In this connection, it should be noted that several of the faculty have had extended experience working with public agencies in the analysis of policy issues and in the development and evaluation of agency programs. Indeed, one faculty member was instrumental in developing a "rapid" program evaluation system which is now used by the United States Agency for International Development and is being adopted by some private voluntary organizations to evaluate their overseas development programs. Another faculty member is currently supervising a project to assist a neighboring town identify the economic and political factors affecting its development plans. To further illustrate, a third colleague is presently serving as an evaluator of a program sponsored by a major state agency. Hence, this department has a faculty whose expertise enables it to provide students with a thorough grounding in applied evaluation techniques.

These elements, combined in the manner proposed here, represent an important departure from those programs presently in existence in Illinois, especially with regard to a concern for a wide range of non-governmental organizations that have extensive interactions with governmental agencies and that supplement the services governments at the county level and below provide to their constituents.

21. STUDENT DEMAND.

In a 1984 survey of public sector employees in 8 central Illinois counties, the Political Science Department found that in over 50% of the agencies responding it was possible that some of their current employees would be interested in pursuing graduate course work in political science. This survey demonstrated that the highest levels of interest toward graduate work were evinced specifically in the subfields of public administration and of state and local government, with substantial interest also expressed in law-related courses and research methods. Over one hundred agencies responded to this survey, suggesting that at present, at least 100-150 individuals might be interested in a public administration program such as the one proposed here.

The current master's program in the Political Science Department, a traditionally structured program, has experienced modest growth over the past five years. In each of those years, approximately 11 students have been admitted and 9

have graduated. Last year, the Department experienced a marked increase in the number of students seeking admission to the program.

Since the master's program generally takes two years to complete, approximately 23 students are currently enrolled. Of this number, the Director of the Political Science Graduate program estimates that as many as 1/3 would select the new Master's degree in Public Administration instead of the current program. However, rather than recruiting solely from among current students, the department expects to attract a different clientele. In addition to recently graduated students who plan to pursue full-time study in public administration, this program is expected to attract a number of officials currently employed in local governments, for example. These students would not be likely to enroll in a "traditional" political science master's degree program since that program would not be focused enough for their career and occupational goals. Additionally, at an Advisory Council meeting for the undergraduate Public Service Concentration, held on May 17, 1985, several council members indicated that while they strongly supported the undergraduate program, the Central Illinois area also needed a graduate program to train students for public service careers.

There is also support on the part of governments for encouraging their employees to enroll in advanced public administration programs. The International City Management Association in 1984 conducted a national survey of personnel incentives used by cities with populations over 10,000 and found that the most prevalent incentive entailed encouraging these officials to take additional college and university courses. Moreover, the percentage of cities using this incentive increased significantly since 1978.

The International City Managers survey found that about 75% of the responding cities provide educational incentives for their employees (even when fire, police and educational personnel are excluded). Ninety-eight percent of those cities with educational incentives provide tuition reimbursement and almost half give employees time off with pay to attend college or university courses.

Although the 1984 International City Managers survey was national in scope, some of its data are categorized so they can be related to the Midwest. Cities in the East North Central region (Illinois, Indiana, Michigan, Ohio and Wisconsin) are a little more likely than their counterparts in other regions to offer educational incentives. Moreover, data are reported separately for each responding city. Within a 40 mile radius of Bloomington-Normal, five cities of over 10,000 population offer educational incentives: Bloomington, Normal, East Peoria, Morton and Peoria. Four of these cities give full tuition reimbursements, while one gives partial reimbursement. In the five cities all city employees are eligible for educational assistance. Both Bloomington and Normal allow their employees to attend school during regular working hours with no reduction in salary.

The experience of a similar institution (Central Michigan University in Mount Pleasant, Michigan) is suggestive of enrollment trends in a program similar to the one proposed here. The institution is similar in many ways to Illinois State University. Its total enrollment is approximately 16,000-17,000. It is located 140 miles from the state's major metropolitan area, and 65 miles from the state land-grant institution. The nearest cities (Midland, Saginaw, and Bay City), though somewhat smaller than Peoria and Decatur, are about the same distance from the university. Their master's level program--involving 4 full-time faculty members--is now seven years old, and is organized in much the same fashion as the one proposed here. The program began with a significant increase in enrollment over previous levels in the traditional master's degree in political science, and has now leveled off at 40-45 students per year. The similarities between Central Michigan and

Illinois State--in terms of overall size, general location in the state, population densities of the surrounding territory, statewide economic conditions, and institutional history--suggest that their enrollment patterns might reliably serve as general indicators of what may be expected of this program as it develops.

Within one hour's automobile time of Bloomington-Normal are 17 counties, 223 municipalities, and 315 townships (data taken from the Comptroller's Statewide Summary of Municipal and County Finances in Illinois; see Appendix I). The most conservative estimate, then, of the potential student pool in this territory would be approximately 300, based on the findings in the 1984 International City Managers survey cited above, and on the longer-term enrollment trends of institutions such as Central Michigan.

Finally, members of the department's Advisory Council suggested that a program of the type proposed here would have continuing appeal to numerous officials of local governments, and to those employed by other institutions such as hospitals. These figures, though, do not take into account those employed in private voluntary organizations from whom the program expects to draw a significant minority of students.

22. OCCUPATIONAL DEMAND.

The general outlook regarding occupational demand for graduates of this program is favorable, in light of information found primarily in the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook, 1986-87 edition. In dealing with professions ranging from city urban and regional planners to personnel/labor relations specialists to recreation workers, the Handbook makes repeated reference to employment in these and similar occupations growing as fast or faster than the average for all occupations in the 1980s, and to the advantages in seeking employment that will accrue to those holding advanced degrees.

For example, the Handbook discusses projected growth of employment opportunities for management personnel, citing the social services generally, and state government (except education and hospitals), more particularly, as examples of occupational areas in which faster-than-average growth is expected through the mid-1990s (p. 26). Also, several years earlier the Handbook (in an observation that still holds true) noted that the employment potential for city managers is on the rise "as more cities convert to the council-manager form of government, currently the fastest-growing form of city government."

The 1986-87 Handbook also suggests that those seeking employment as a personnel or labor relations specialist with a government agency might take courses in, among others, "public administration, psychology, sociology, political science, economics, and statistics" (p. 47). It also notes that "career opportunities in areas such as program administration and evaluation" (p. 100) are being brought to the attention of increasing numbers of social scientists.

Furthermore, it has become clear that current national government policies point strongly toward devolution of government functions from Washington to the states and, especially, the local level of government. While some may have expected that devolution would lead to retrenchment and thus to elimination of many government functions and services, the opposite appears to be occurring in state after state, including all of those in the Midwest. Thus a sustained demand for qualified local government employees is expected for some years to come, in this region. —

Additional evidence of a growing need for skilled government employees at the local level is cited in the "Educational Supplement" of the PA Times of November 1, 1985. For example:

...today there are some 16 million public employees, or about one of every seven workers. Most are in local government (nearly 60 percent).... The fastest growth rates in public employment are among state and local governments, and opportunities are quite good. (p. 7)

Furthermore, "the most conclusive finding" of a survey of public administration professors plus all state and territorial personnel departments is reported to be that "holding a Master of Public Administration (MPA) degree greatly enhances one's chances of being hired by a government." (p. 7)

Not so incidentally in terms of this proposed program, the same "Education Supplement" contains the following observations of the Executive Director of the National Association of Schools of Public Affairs and Administration, "We are beginning to define public service more broadly than merely government service.... We're now seeing the 'not-for-profit' sector as one of the ways of achievement in public service." (p.1)

In more specific terms, this program is relevant to current and future occupational needs for graduates of the program in at least two respects. First, in the survey referred to in item #21, above, the strongest interest geographically was expressed in counties containing metropolitan communities (e.g., McLean, Peoria, and Macon counties) as opposed to largely rural counties. These communities increasingly face challenges (fiscal stress, changing tax bases, etc.) which demand skilled, professional personnel capable of formulating and managing appropriate government policy responses. Second, the emergence of county government offers an excellent opportunity for Illinois State University to place itself in the forefront of efforts to assist counties as their employees continue to develop greater professionalism and competence.

This program will prepare traditional graduate students to assume positions in governmental and not for profit agencies. Moreover, it will serve presently employed public servants (and others) who wish to upgrade their skills and knowledge, so as to be better able to carry out their current responsibilities, and to assume broader responsibilities as they progress in their professional careers. Relevant, in this connection, is a January 1986 survey of state, municipal, county and not-for-profit agencies in Illinois conducted by the Illinois Association of Graduate Programs in Public Administration. The study focused on two dimensions of supervisory and managerial personnel: their need for certain skills, and whether the agency was offering the additional training that they need. The study found that the agencies are not meeting many of their acknowledged training needs. Moreover, many of the skills recognized to be especially important are among those that receive considerable attention in courses included in this proposed program, e.g., budget formulation, knowledge of merit systems, ability to use management by objectives, and civil liability.

FACULTY AND STAFF

23. DESCRIPTION OF CURRENT FACULTY

Thomas Eimermann (Ph.D., University of Illinois, 1971); specialist in Constitutional Law, Administrative Law, Judicial Process and Paralegal practice; joined ISU faculty in 1970; numerous publications in law and journalism journals; author of Fundamentals of Paralegalism (1980), University Pre-Law Advisor and Legal Studies coordinator.

Ann Elder (Ph.D., University of Minnesota, 1979); specialist in state and local government, comparative local government, and local government finance. Dr. Elder has been a research associate at the Institute of Government and Public Affairs at the University of Illinois where she worked for the Municipal Problems Commission and published in the area of public finance. She is the co-author of Governing American States and Communities: Constraints and Opportunities. She has other publications and papers dealing with collective bargaining, comparative patterns of local government spending, and government capacity for decision making. She has participated in local government, serving as president of the Sullivan School Board and as a member of their negotiating team. She was also the chairman of the Moultrie County Mental Health Center Board for five years. Currently, she is serving as the faculty leader for political science students doing a fiscal analysis of Clinton, Illinois.

George J. Gordon (Ph.D., Syracuse University [Maxwell School], 1971); specialist in public administration, American federalism, and intergovernmental management; joined ISU faculty in 1970; author of Public Administration in America, a leading undergraduate and graduate text (St. Martin's Press), and of numerous journal articles and many conference papers in the field; contracted to Prentice-Hall for a federalism text; co-director of a series of state-sponsored training seminars for regional and local government officials (subject: OMB Circular A-95); an authority on A-95 and its successor, Executive Order 12372.

Robert Hunt (Ph.D., Princeton University, 1974); specialist in developmental politics and policy and private voluntary organizations; joined ISU faculty in 1969, has written and published widely on the subjects of small business development in urban and rural areas and methodologies for evaluating development project impacts; has worked as a consultant for several international development agencies including the World Bank, the US Agency for International Development, Partnership for Productivity International, OEF International, and Foster Parents Plan International.

George Kiser (Ph.D., University of Massachusetts, 1974); specialist in Urban Politics, State and Local Government, American Judicial Process, and Constitutional Law; joined ISU faculty in 1974; Acting Pre-Law Advisor; Acting Director of Legal Studies; referee of book and journal manuscripts; author of several articles and book reviews; co-editor of Mexican Workers in the United States, published by University of New Mexico Press; co-author of Governing American States and Communities (Scott-Foresman, 1983).

Gary Klass (Ph.D., SUNY/Binghamton, 1980); specialist in public policy analysis and evaluation and research methods; joined ISU faculty in 1980; author of numerous articles, book reviews, conference papers and evaluation research reports; publications in International Interaction, Policy Studies Journal, Evaluation Review and the British Journal of Political Science address topics such as state and local education and welfare policies, evaluation research design, and welfare state formation and change; served as research consultant for several community and public agency project evaluations; currently serving as the Principal Evaluator for the Illinois Department of Children and Family Services Volunteer Supportive Services Project.

Nancy Lind (Ph.D., University of Minnesota, 1985); specialist in public administration with emphasis on bureaucracy, organizational theory and behavior, evaluation and public law; conducted research on "voluntary" associations such as the AIAW and NCAA with emphasis on the implementation and consequences of Title IX.

Alan Monroe (Ph.D., Indiana University, 1971); specialist in public policy, voting behavior, public opinion, and methodology; joined ISU faculty in 1970; author of Public Opinion in America (Dodd, Mead & Co., 1975), many journal articles and chapters in edited books, and numerous conference papers; recipient of NDEA and Fulbright fellowships; and consultant to a variety of public and private organizations.

Richard J. Payne (Ph.D., Howard University, 1975); specialist in Comparative Politics, International Law, and Public Administration; joined ISU faculty in 1975; his numerous publications are primarily in the fields of energy and environmental policy, international law international relations, US foreign policy, and economic development; Ford Foundation Fellow; is currently working on a book about US foreign policy.

Frederick J. Roberts (Ph.D., Princeton University, 1967); specialist in American politics and public personnel administration; joined the ISU faculty in 1968 after completing his dissertation on the politics of public employee management; author of articles and conference presentations on innovative teaching, teaching applied political science, public choice theory and applications, public collective bargaining, legislative apportionment, and international public administration; election campaign consultant and media commentator; social science curriculum reform consultation on Department of Education project; research associate and later contributor to published report on Brookings Institute study of New York City government personnel problems.

Thomas D. Wilson (Ph.D., University of Illinois, 1975); specialist in state and local government and urban politics; joined ISU faculty in 1961; has numerous publications including several for public officials such as handbook on Illinois County Government published in 1976 and 1979 by the Urban Counties Council of Illinois, and a monograph, Illinois Local Government Under the 1970 Constitution; has written several articles on measuring the quality of life in a community; wrote and directed a Higher Education Act federal grant program in 1971-72 to provide information and resource assistance to government and community agencies in the Central Illinois Area; served since 1975 as a Contributing Editor, County Government Editor, and Co-Editor for Local Government of the National Civic Review; served since 1981 as the Coordinator of Internships for the Political Science Department.

Table IV-4
STAFF REQUIREMENTS FOR THE NEW PROGRAM

Line Code	Staff Staff Requirements	FY 88 Budget Year	FY 89 2nd Year	FY 90 3rd Year	FY 91 4th Year	FY 92 5th Year
01	Faculty/Admin.- Total (02-04)	6.95	6.95	6.95	6.95	6.95
02	Admin./Other Professional	.15	.15	.15	.15	.15
03	Faculty	4.9	4.9	4.9	4.9	4.9
04	Graduate Assis- tants	1.9	1.9	1.9	1.9	1.9
05	Civil Service Staff and Student Employees	0	0	0	0	0
06	Total Staff (01-05)	6.95	6.95	6.95	6.95	6.95

24. QUALIFICATIONS OF NEW FACULTY

1 FTE Professor-level Position (Non-tenure) \$ 45,000

Practitioners with appropriate academic credentials hired on a short-term basis to teach applied public administration courses and occasional institutes and workshops*, to make agency contacts and public appearances on behalf of the program, e.g., internships, student recruitment, graduate placement, grants, faculty research and consulting. In the first year or two of the program, one person might be hired for one or more semesters; after that practitioners would be hired for specific, part-time assignments. The position would not be tenure track.

Hiring qualifications and requirements would vary, but for full-time employment, an earned, advanced degree in an appropriate speciality, a record of paid, responsible public service employment, and substantial publications would be required.

*See p. 17 for examples of possible workshops. As pp. 9-10 and 16-17 indicate, such workshops would only be offered where a demonstrated clientele exists, and would be intensive, short, and specialized. Details of format, scheduling, and subject matter would be developed at the time. Once the new program is well established, one or two workshops per semester are anticipated.

1 Assistant Professor (Tenure-track) \$ 23,000 or current rate

Entry level position for a recent Ph.D. graduate with an appropriate public administration specialty and demonstrated teaching skills to teach public administration and policy courses and thus allow more frequent offering of specialized public administration courses by existing faculty.

For example, it would be possible to offer POS 421 (Seminar in State and Local Politics), POS 422 (Seminar in Urban Politics), and POS 431 (Seminar in Public Administration) in the same academic year, with a variety of topical emphases, which is not possible at the present time. Also, POS 329 (Intergovernmental Relations), POS 330 (Problems of Public Administration), and POS 332 (Public Policy Analysis) could each be offered annually, something which is not now possible because of demands on the time of qualified faculty members.

25. EQUIPMENT AND INSTRUCTIONAL MATERIALS

The department currently enjoys an extensive array of data processing support services provided through the University Computing Center and the Social Science laboratory located in Schroeder Hall. The Social Science Laboratory provides a supplement to the main university facilities and contains several Apple IIE computers, two IBM XT computers with eight terminals, and several terminals providing direct access to the mainframe computer.

Nevertheless, this Master's program will require substantial increments in the department's data processing facilities and services. To meet these needs, the department seeks funding over the next few years to purchase eight additional IBM-PC compatible computers along with ancillary printing equipment and software (at a cost of \$2,000 per unit). The software packages will include budgeting and planning simulations for use in the Public Personnel, Budgeting and Policy Analysis courses. Discussion with local government planning and personnel officials has produced unanimous recommendations that IBM-PC compatible equipment be purchased and several software packages have been recommended.

In addition, the Department will contract for access to the WESTLAW Information Retrieval Service. WESTLAW provides on-line access to a comprehensive set of Federal and State legal research data bases. Access to the WESTLAW system will provide faculty and students with an important research and instructional resource. The system requires the purchase of an additional IBM-PC and a high speed printer with a remote modem (\$2,000) and an annual contract with the WESTLAW service (\$8,000 per year).

Moreover, the increase in students and staff as a result of the new program will result in substantially more use of the mainframe computer. Increased enrollments in the Research Methods course and anticipated increases in faculty and student research, in particular, will require an addition of approximately \$10,000 in the department's mainframe computer budget.

26. LIBRARY RESOURCES

Present library holdings are adequate for support of the proposed program. As a depository for government documents, we have access to these materials. Applied research reports and articles from journals that we do not receive can be obtained through Inter-Library Loan.

Since the program will not be offered off-campus, access to library materials will not be a problem.

27. INTERNSHIP SITES

Internship sites have been developed over the past fifteen years for students in the Political Science Department, although most placements have involved undergraduate students. Many of the agency supervisors of interns have expressed a desire for additional interns with graduate courses in public service. Graduate interns are expected to perform management duties and/or program evaluations and budget analysis, and thus are even more valuable to agencies than undergraduates. (See Appendix IV)

Current internship sites include the County Administrators' offices in Peoria County and McLean County, the Bloomington and Normal city manager's offices, and various departments in local governments in the region including counties, municipalities, townships and special districts. Interns have also worked with the McLean County Community Action Agency, The Better Government Association, Bread for the World and other private voluntary organizations, and with businesses such as State Farm Insurance. Students have served internships with members of Congress and federal agencies as well as with Illinois State legislators and agencies.

Internship and cooperative education placements have ranged geographically from the Illinois State University Personnel Office to the Office for Urban Development of the Ministry of Interior in Bangkok, Thailand.

It is expected that these and additional sites will be available to Master's degree students in the Public Administration Program.

28. SUPPORT SERVICES FOR OFF-CAMPUS PROGRAMS.

Initially, the entire program will be on-campus, except for some internships. It is anticipated that most internships will be in the Central Illinois region, so the full facilities of the University will be readily available to students, and the faculty internship supervisor will be able to make on-site visits with the students and his/her agency supervisor.

It is possible that at some future time arrangements would be made for use of off-campus sites, such as in the cities of Peoria and Decatur, convenient to identifiable groups of students. However, the department would need assurances that all travel and site costs would be covered and that a substantial number of students, who would not otherwise take its courses, would enroll.

ACCREDITATION AND LICENSURE

29. ACCREDITATION AGENCIES.

National Association of Schools of Public Affairs and Administration
(NASPAA)

30. ACCREDITATION FOR PROGRAM WITHIN NEXT 5 YEARS.

NASPAA requires that a program be in operation for five years before application for accreditation can be made. At the end of this program's fifth year, a determination will be made regarding whether or not to seek NASPAA accreditation.

31. HISTORICAL ACCREDITATION REVIEWS.

N/A

FINANCING32. PROGRAM EXPENDITURE AND REVENUE PROJECTIONS

Table IV-5

TOTAL RESOURCE REQUIREMENTS FOR THE NEW PROGRAM REQUEST (000's)

<u>Line</u> <u>Code</u>		FY 89	FY 90	FY 91	FY 92	FY 93
01	Total Resource Requirements	1042.24	1042.24	1042.24	1042.24	1042.24
02	Total Resources Available from Federal Sources	0.00	0.00	0.00	0.00	0.00
03	Total Resources Available from other non-state Sources	0.00	0.00	0.00	0.00	0.00
04	Existing State Resources	828.36	1042.24	1042.24	1042.24	1042.24
05	State Resources Available through Internal Allocation	69.88	0.00	0.00	0.00	0.00
06	New State Resources Required (01 minus the sum of 02-05)	144.00	0.00	0.00	0.00	0.00

Breakdown of the figure shown on Line 06 for the budget year:

07	Staff	102.00
	Adm/Other Prof	0.00
	Faculty	68.25
	Grad Assist	33.75
	Civil Service	0.00
	Student Employees	0.00
08	Equipment and Instructional Materials	4.00
09	Library	0.00
10	Contractual Serv	20.00
11	Other Support Serv	18.00
	Commodities	4.50
	Printing	3.00
	Telecommunications	0.00
	Travel	10.50

- a. Beyond the initial increment in Total Resource Requirements requested for FY 87, no other increments in the resources are anticipated other than those that will reflect growth in the University's general revenue funds, e.g., salary raises.
- b. In addition to the assumption that two faculty positions (one tenure and one non-tenure track) will be allocated to the department to perform the functions set forth in item 24, as well as 10 graduate assistantships, it is further assumed that there will be one-year start-up costs entailed in introducing this program plus new, on-going costs involved in meeting the educational needs of students enrolled in the program. Hence, the amount of \$18,000 in item 11 (Other Support Services) reflects the following costs: Preparation, printing, and distribution of materials introducing the program to potential clientele = \$2,500. The remaining "Other Support Services" funds represent further, new on-going costs consisting of : 1. Office supplies and services, plus the preparation, printing and distribution of a newsletter (approximately 700 copies per month) = \$5000 and 2. travel expenses = \$10,500. With regard to travel expenses, it is assumed that the development, coordination, and supervision of policy analysis projects in local communities combined with the expansion and supervision of internship assignments will require extensive and frequent travel on a 12 month basis on the part of 3 to 4 faculty members. It is further assumed that workshop instructors will incur living and travel expenses.

Item 8 (\$4,000) consists of the costs involved in the purchase of 2 IBM compatible desk-top computers with soft-ware and peripherals to be used for instructional purposes.

The amount of \$20,000 listed in item 10 (Contractual Services) primarily reflects an anticipated increase in the use of the University's computer services for classroom instruction, field research projects, the establishment of a computer-based employment and placement service, and a contract for access to the Westlaw legal research data base (\$8,000 per year).

33. OFF CAMPUS PROGRAMS.

Does not apply

APPENDIX I

MEMBERS OF PUBLIC SERVICE ADVISORY COUNCIL

Leslie T. Allen
City Manager - City of Decatur

David S. Anderson
City Manager - Normal

Kenn Bach
Associate Personnel Director & Director Employee Assistance Program
Illinois State University

Jeffrey J. Broughton
Assistant City Manager - City of Decatur

Nina Brown
Personnel Director
Peoria County

Herman Dirks
City Manager - City of Bloomington

Janet Dunn
Assistant Director
Bloomington-Normal Area Economic Development Council

Ken Emmons
Executive Director
McLean County Regional Planning Commission

Jim Gaskin
Deputy Auditor
McLean County Courthouse

Steven Henrickson
Legislative Analyst-Senate Democratic Staff

Ray H. Hodges
Assistant City Manager

Gail Holmberg
Senior Consultant
Deloitte Haskins & Sells

Henry W. Holling
Manager of Community and Corporate Support
Caterpillar Tractor Company

Jon Johnston
Personnel Director
Town of Normal

James F. Kaiser
Assistant to Finance Director
City of Bloomington

Robert Karls
City Administrator - Pontiac

Michael G. Matejka
Editor, Bloomington & Normal Trades & Labor Assembly AFL-CIO

Ben Peterson
McLean County Administration

Scott S. Randall
Assistant City Manager, Town of Normal

Carol A. Reitan
Executive Director Community Action

John Ringer
Director of Education and Training
State Farm Insurance

Sally J. Roderick
Assistant County Administrator - McLean County

Gordon L. Ropp - State Representative
Illinois House of Representatives

Robert J. Skurla
Associate Director
Decatur-Macon County Economic Development Foundation
and past Village Administrator of Mt. Zion, Illinois

R. Joan Steward
Manager Public Relations & Member Services
Metro. Decatur Chamber of Commerce

Jarl Tremail
Community Management Specialist
Illinois Department of Commerce and Community Affairs

Tim Walker
Director, Bloomington Human Relations Commission

Bill Weber, Executive Director
Bloomington-Normal Area Economic Development Council

Joe Woodward
Administrative Assistant
Secretary of State

APPENDIX II

ILLUSTRATIVE EXAMPLES OF ELECTIVE COURSES

Students in the Master's program in Public Administration would be required to take a core set of courses from the political science department but would be allowed to tailor the elective component of their program to meet their own personal and professional needs. The program envisions students selecting some of the following courses; however, the list provided is suggestive and should not be viewed as exclusive.

Some sample courses might include:

ACC 405:	Survey of Business Data Processing	(3)
ACC 439:	Administrative Accounting	(4)
AGR 319:	Agricultural Policies and Processes	(3)
BED 351:	Concepts in Office Information Processing	(3)
COM 361:	Regulation of the Communication Industry	(3)
COM 371:	Political Communication	(3)
COM 423:	The Process of Communication	(3)
CJS 304:	Criminal Law	(3)
CJS 305:	Rules of Evidence for the Administration of Justice	(3)
CJS 421:	Management Issues in the Criminal Justice System	(3)
ECO 335:	Economics of Transportation and Public Utilities	(3)
ECO 350:	Public Finance	(3)
ECO 351:	State and Local Finance	(3)
ECO 357:	Urban and Regional Economics	(3)
ECO 401:	Survey of Economic Principles	(3)
EAF 478:	Legal Bases of Public Education	(3)
EAF 479:	Financial Bases of Public Education	(3)
EAF 483:	Management of Educational Funds	(3)
EAF 522:	Analyzing Education Policy	(3)
FAL 311:	Government Regulation of Business	(3)
GEO 330:	Transportation and Communication	(3)
GEO 345:	Problems In Conservation and Outdoor Recreation	(3)
GEO 370:	Urban and Regional Planning	(3)
IT 304:	Job Analysis	(3)
IT 381:	Occupational Safety and Health Administration Act	(3)
POS 312:	Public Opinion	(3)
POS 313:	Collective Decision-Making	(3)
POS 316:	Advanced Legal Research	(3)

POS 318:	Administrative Law	(3)
POS 323:	State Political Systems	(3)
POS 330:	Problems in Public Administration	(3)
POS 389.33	Organizational Theory and Behavior	(3)
POS 411:	Seminar in American Politics	(3)
POS 422:	Seminar in Urban Politics	(3)
PSY 375:	Personnel Psychology	(3)
PSY 376:	Organizational Psychology	(3)
SOC 431:	Advanced Social Psychology	(3)
SOC 467:	Sociology of Law	(3)

APPENDIX III

GENERAL GOVERNMENT ENTITIES IN THE PROGRAM SERVICE AREA

<u>County</u>	<u>Municipalities</u>	<u>Townships</u>	<u>Total</u>
Bureau	23	25	48
Champaign	23	30	53
Dewitt	7	13	20
Ford	9	12	21
Grundy	12	17	29
LaSalle	22	37	59
Livingston	13	29	42
Logan	10	16	26
Macon	11	16	27
Marshall	7	11	18
Mason	8	12	20
McLean	21	31	52
Peoria	13	20	33
Piatt	8	7	15
Putnam	6	4	19
Tazewell	15	19	34
Woodford	15	16	31
TOTALS	223	315	538

APPENDIX IV

LETTERS ABOUT FOS 498: PROFESSIONAL PRACTICE

(See Attached)

Illinois State University

Office of Personnel Services

October 28, 1985

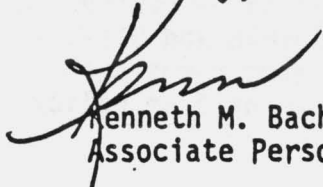
Dr. Tom Wilson
Department of Political Science
Illinois State University

Dear Tom:

Please be advised the Personnel Office at Illinois State University would be happy to continue to consider graduate student interns from the Political Science department for our program. As you are aware, we have had excellent candidates in the program in the past and, based on our office needs and student interest, would be interested in a continued relationship.

Also, as a member of the Statewide Mental Health Association Planning Committee, I am aware of plans to offer internships to graduate students in the Springfield central office. If I can be of help in this area, let me know.

Sincerely,



Kenneth M. Bach
Associate Personnel Director

KMB:krb

Office: 205 Courthouse
Phone: 827-5311—Ext. 332



*File: (Fare you
Review hal*
McLEAN COUNTY BOARD

McLEAN COUNTY

BLOOMINGTON, ILLINOIS 61701

August 24, 1984

Hilbert R. Roberts
Professor and Chairperson
Department of Political Science
Illinois State University
Normal, IL 61761

Dear Dr. Roberts:

For seven years, I have gladly participated in the Public Service Internship Program sponsored by the Department of Political Science. During my tenure as a supervisor for students interested in county government, I have been pleased to "teach" the interns the day-to-day application of political science and public administration. The responses from the students have been fairly good and they have even taught me a lesson or two on occasion; however, there are two observations which should be noted in order to continue the success of this fine program.

First, and foremost, the students selected as interns should be graduate students. While I have had undergraduates as interns, I have found that the graduate students are more mature, more knowledgeable about local government, and are more serious about their duties and responsibilities to my office. A prime example of two graduate students as interns are Jim Gaskin and Steve Phillips. Both Jim and Steve worked as my assistants this summer and participated actively in the activities of McLean County Government from policy formulation through administration.

Jim started during pre-session and will continue his involvement in county government this fall in the County Auditor's Office. As an intern, Jim researched and developed a proposal under my direction, for reorganizing the state-wide county organization, Urban Counties Council of Illinois (UCCI). He presented one proposal at the June 18 meeting of the UCCI and was my first intern to address this organization. In addition, Jim drew up, at my request and with the concurrence of the County Auditor, a Fixed Assets Resolution for the County and has appeared and testified before County Board committees.

Steve has also been active. Since he started in June, Steve has kept track of key bills in the legislature, acted as the Supervisor of Assessments' representative before a committee meeting, and assisted the codification consultant with the preparation of county resolutions and ordinances. In addition, Steve's principal duty and responsibility has been that of spearheading a sound system project for the County Board Room. In this capacity, he contacted appropriate vendors, spoke to two committees and has made demonstration appointments for two upcoming McLean County Board Meetings. Steve hopes to continue working here through the fall semester.

Hilbert R. Roberts, Professor
August 24, 1984
Page Two

Together, Jim and Steve have dealt with the preparation of the 1985 County Budget, including attending meetings with the County's budget consultants, and a proposed change in the Rules of the County Board. Both interns have also traveled outside of McLean County to continue their education.

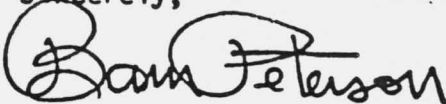
I used Steve and Jim as my example for selecting graduate students as interns because of their seriousness for the position and their "take-charge" attitude for projects assigned to them. In fact, this approach by most graduate students is what is necessary for my second observation.

As you can probably tell, Dr. Roberts, the internship at the County Administrator's Office entails a good deal of time and effort on the part of the student; however, this is good since the individual participates in many facets of the office and can see how many projects are started and completed. Because the interns do more than just file papers and answer the phone, I encourage the expansion of the internship from three months to six months. This would allow the student to observe his/her projects to their completion which would give him/her a better and more well-rounded education of county government and its policy-making process.

In conclusion Dr. Roberts, I applaud the excellent quality of graduate students sent to my office, this summer, and I hope that future interns will be able to measure up to the outstanding performance records of Jim Gaskin and Steve Phillips.

I urge the adoption of my two suggestions and commend the Department of Political Science for its fine Public Service Internship Program.

Sincerely,



Bambridge E. Peterson
County Administrator

BEP/jg

cc: Thomas Wilson, Associate Professor, Department of Political Science
Alan Monroe, Professor & Graduate Student Advisor, Department of
Political Science

CITY OF BLOOMINGTON

109 EAST OLIVE
P.O. BOX 3157
BLOOMINGTON, IL 61701
309/828-7361
FOR HEARING IMPAIRED
TTY 309/829-5115



October 25, 1985

Dr. Thomas Wilson
Political Science Department
Illinois State University
Normal, IL 61761

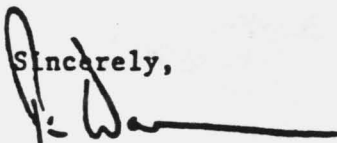
Dear Dr. Wilson:

It is my understanding that the Political Science Department is considering expanding its Masters Program so as to allow graduate students to undertake internship opportunities.

As Director of Human Relations and Personnel for the City of Bloomington, I have thoroughly enjoyed and found it most beneficial, to have undergraduate students working as interns in the respective departments of the City of Bloomington. These undergraduate students have provided invaluable assistance to the City in performing major projects and assignments. This relationship has been ongoing for at least ten (10) years and I know from first hand experience that it has been extremely beneficial to both the student and the City. Consequently, I am excited and pleased with the prospect of also having the opportunity to utilize graduate students as interns with the City.

It is expected that graduate students will bring a higher level of professionalism and efficiency to the internship and this would enhance an already positive and beneficial relationship. Therefore, I strongly encourage and support the concept of having graduate students in a Master's Program performing as interns in the various agencies and organizations in our community.

Should you have any questions on this matter or if I may lend any additional support, please feel free to contact me.

Sincerely,


Tim Walker, Director
Human Relations and Personnel

TW:ml



TOWN OF

NORMAL

100 EAST PHOENIX AVENUE
NORMAL, ILLINOIS 61761

P.O. BOX 589
TELEPHONE (309) 454-2444

November 27, 1985

Dr. Tom Wilson
Political Science Department
340-B Schroeder Hall
Illinois State University
Normal, Illinois 61761

Dear Dr. Wilson:

This letter is in response to your recent inquiry concerning the use of graduate students for public service internships.

It has been my experience that, generally, graduate level interns have a greater capacity to immediately contribute to an organization's work program when compared to undergraduate interns. While not detracting from the importance of undergraduate internship programs, graduate students tend to bring a greater awareness and understanding of subject matter, dedication to the internship and commitment to public sector employment than do undergraduate students.

Likewise, I could support the prospect of offering a stipend to a graduate level student intern based on the above cited factors. I believe that my counterparts in the public sector would concur.

I hope that this information is sufficient for your purposes. If you should require any additional information, please don't hesitate to contact me.

Very truly yours,

Scott S. Randall
Assistant City Manager

dh

Appendix V

PARTIAL LISTING OF ISU POLITICAL SCIENCE GRADUATES IN SPRINGFIELD/STATE GOVERNMENT

<u>Name</u>	<u>Agency</u>
Randy Blankenhorn	Department of Transportation
Steve Henriksen	Senate Democratic Staff
Linda Kingman	Senate Democratic Staff
Mary Morrissey	House Democratic Staff
Phil Lachman	Secretary of State
Gary Tinervin	Governor (Director of Boards and Commissions)
April Elliott	House Republican Staff
Joe Woodward	Secretary of State
Steve Cameron	State Scholarship Commission
Barry Colvin	Children and Family Services
Marc Loro	Secretary of State
Ted Dixon	Children and Family Services
Monte Law	Capital Development Board
Mike Tristano	Director, Central Management Services
Terry Scrogum	Secretary of State
Joan Bortolon	Rehabilitative Services
Dave Hanberry	Public Aid
Debra Merriman Iams	Department of Transportation
Frank Cavallaro	Central Management Services

Year-Long Internships

Steve Phillips	Governor
Bill Gill	Governor
Bill Feld	Secretary of State
Denise Banks	Secretary of State
Jean Bannon	House Democratic Staff
Jim Gaskin	Lt. Governor

Mr. Phillips and Mr. Gill were selected for the prestigious James H. Dunn program to serve internships in the Governor's office. About 250 applications are received each year from universities around the nation for this program, and only eight interns are appointed. Illinois State University was the only university to have two interns selected for 1985-86.

APPENDIX VI

Because the department anticipates that many of those applying for its MPA program will bring with them both practical experience and clear, career-related objectives, it has not required specific coursework in Political Science as prerequisites for admission to the program. For all students, the MPA core courses are designed to provide a common body of information essential to their successfully completing the program.

A sampling of MPA programs from around the country indicates that most require for admission only a minimum grade point average and (in some cases) the Graduate Record Examination. No MPA program has specific Political Science course requirements, and the few that refer to the desirability of coursework in certain academic disciplines (e.g., Economics, Political Science, Psychology, etc.) accept widely varying combinations of such courses, specifying no individual courses in any instance. Thus the department's admission requirements are consistent with those found in most MPA programs elsewhere in the country.

Illinois State University

Assistant Provost for
Undergraduate Instruction

September 3, 1986

TO: Dr. Dixie Mills, Chair
Academic Affairs Committee

FROM: Jeff Chinn

RE: Deletion of BFA Degree in Theatre

At its meeting of May 1, 1986, the University Curriculum Committee approved the deletion of the BFA degree in Theatre. This degree program was deleted at the recommendation of the Department of Theatre and the staff of the Board of Regents.

The deletion of degrees requires official approval by the Senate and the Board of Regents. I would appreciate your putting this on the Academic Affairs Committee agenda so that the process may proceed.

ms

xc: Dr. Alvin Goldfarb
Dean Charles Bolen

For All Proposals for Program Change

APR 07 1986

UNDERGRADUATE ONLYTheatreDepartment3/28/86 UNDERGRADUATE INSTRUCTIONDate

- A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy for a new or altered program. (See catalog for format and examples.) Provide a summary of the changes.

Delete BFA in Theatre

- B. Proposed Action (More than one item may be checked)

☐ New--see instructions for submission of new program. (see V, pp. 7-8)
☐ Change in requirements for major
☐ Change in requirements for minor (See V, 1, d, p. 7)
☐ Change in requirements for sequence
☒ Other program revisions

- C. Routing and Action Summary

Dept. Chair [Signature] Date 3/28/86

College Curr. Comm. Chair [Signature] Date 3/28/86

College Dean [Signature] Date 3/28/86

Teacher Education Council
(if required, see III, P. 3) [Signature] Date 4/1/86

University Curriculum Committee [Signature] Date 5/1/86

☒ Approved as submitted ☐ Not approved
☐ Approved with modifications
☐ Follow-up review required by _____ (Date of review)

- D. Copies

Please submit 20 copies to the University Curriculum Committee

PROGRAM DELETION REQUEST

1. Institution: Illinois State University
2. Responsible Department or Administrative Unit: Theatre Department
3. Program Title: Bachelor of Fine Arts, Theatre Program
4. CIPS Classification: 50.0501B
5. Anticipated Date of Implementation: Summer 1986
6. Rationale:

For the past five years, the acting faculty in ISU's Theatre Department has tried to implement the BFA sequence which was approved in 1978. However, the faculty encountered specific philosophical and curricular problems which hindered the degree's implementation. Some of Illinois State's most talented acting students are community college transfers who are unable to complete the intensive BFA sequence in two additional years. Also, incoming freshmen have difficulty completing University Studies requirements in time for their sophomore year audition for entry to the BFA program. Further, many students developed and exhibited their performance talents later than their sophomore year; because of the intensive course requirements, they could not be admitted to the BFA program at that late time. In addition, as Illinois State's acting faculty developed and stabilized, they stressed strong liberal arts training coupled with performance study and practice as the best approach to actor preparation.

This philosophy is echoed by Professor Theodore Hardtke, former chair of the nationally renowned Catholic University Theatre Department, and by Tony-award winning alumnus Judith Ivey, in her evaluation of her actor training at Illinois State. The department believes this fusion of liberal arts and performance training has resulted in the success of many of its alumni.

The department is also concerned about using its resources in the high demand area of acting on a low enrollment program. The BFA lacks funding for the additional faculty line as requested in the 1978 proposal. Given the need for credit-hour generation to offset high instructional costs in performance, the department could not reallocate resources internally.

Since the acting faculty did not support a degree sequence which required community college transfers to spend more than two years at ISU and which prevented acting students from taking additional liberal arts courses to broaden their humanistic resources, it chose to revise the existing BA/BS in Acting/Directing rather than to develop the BFA. The acting faculty believes that basic performance skills (e.g. scene study, stage movement,

stage speech/voice) can be gained through the 55-hour BA/BS sequence in Acting.

Even though the BA/BS Acting degree sequence covers many of the competencies in BFA programs nationwide, it cannot be accredited as a BFA by the National Association of Schools of Theatre. NAST requires a BFA to include 65% of the undergraduate coursework in Theatre. This stipulation would require 78 hours in Theatre of the 120 baccalaureate hours, which is not possible with Illinois State's 48-hour University Studies requirement. Since the department values accreditation, this requirement reinforced the decision to keep the Acting sequence in the BA/BS program, rather than in the BFA. The department also believed that a low enrollment acting BFA, which honored only ten to twenty of over one hundred acting majors, would be detrimental to morale and recruitment.

Initially, the Theatre Department believed it would be inappropriate to delete the entire BFA because the design areas had begun to admit graduate students. However, after careful review, the design area agreed that pre-professional training could be accomplished in the 55-hour BA/BS Theatre Production sequence by careful student advisement and careful selection of skills courses.

The Design faculty are also in philosophical agreement with the acting faculty. The design faculty believe that the best means of training potential artists is fusing liberal arts education, suggested University-wide electives, and theatre specialization. This approach to design-education, which has a strong liberal arts component and the availability of elective hours, was supported by Marc Weiss, a Broadway and regional designer, who visited Illinois State as a visiting artist and consultant. A design curriculum can be accomplished within the BA/BS. Professional designers would, in any case, need to continue on to graduate school. ISU's best BA/BS students have been accepted into strong MFA design programs. The design faculty will continue to be able to recruit talented community college transfers into the BA/BS sequence and not have to exclude them as was the case with the BFA. The only change recommended by the design faculty is that the sequence be retitled "Design/Production" to reflect more accurately the available sequence.

The Theatre Department believes that its decisions are in keeping not only with the curricular and enrollment realities of Illinois State, but with national trends in theatre education. The general BA/BS sequence in Theatre Studies is a sequence offered by most baccalaureate institutions. In the data summary provided by the Higher Education Arts Data Services (HEADS), out of 96 colleges and universities which reported on curricular matters, 74 offered a general major in Theatre. Furthermore, NAST recommends that in BA/BS sequences, 33% to 49% of undergraduate coursework be in Theatre. The Theatre Studies BA/BS, as conceived by ISU's Theatre Department, would require a 36-hour core and recommend additional electives. As is appropriate for a generalist degree, it will, therefore, meet the minimum theatre hour requirements supported by NAST.

The data survey provided by HEADS also indicate that almost an equal number of institutions offer a BA/BS in Acting (29 out of 96) as offer a BFA (30 out of 96). Obviously, the debate in acting training has not been

resolved and decisions must be predicated on the philosophy of the individual department and the curricular structures as well as recruitment patterns (e.g. University Studies requirements, numbers of transfer students) of the institutions. Furthermore, NAST believes performance training is an acceptable focus within BA/BS programs. ISU's 55-hour Theatre requirement comes close to the maximum number of hours NAST expects for a BA/BS. Finally, the data survey provided by HEADS indicates that almost an equal number of institutions offer a BA/BS in Design/Technology (29 out of 96) as offer a BFA in Scene and Costume Design (25 out of 96).

The Theatre Department recommends that the following be undertaken in 1985-86:

- 1) The BFA program be disestablished.
 - 2) Departmental support be given to the BA/BS sequences.
 - 3) The BA/BS in Theatre Production be retitled "BA/BS in Design/Production".
 - 4) The department develop a 36-hour major in Theatre Studies.
7. Arrangements to be Made for Program Faculty and Students: Students within the program will be allowed to finish, and new students will be accommodated within the BA/BS program. The same faculty are involved with the BFA and the BA/BS programs.
8. Anticipated Impact on Other Campus Programs: None.
9. Anticipated Budgetary Effect: None.

OCT 7 1986

Illinois State University

Assistant Provost for
Undergraduate Instruction

October 6, 1986

TO: Dr. Dixie Mills, Chairperson
Academic Affairs Committee

FROM: Jeff Chinn

The University Curriculum Committee approved a proposal from the Department of HPR on October 3, 1986, that adds sequences to the major in Physical Education in Coaching, Fitness Leadership, and Athletic Training. The addition of sequences requires approval by the Academic Senate and Board of Regents. The major in Physical Education and the sequence in Teacher Education are currently approved programs and do not require Senate or Board action. They are included in this proposal only to show how the whole curriculum fits together.

Because this item and the deletion of the BFA degree require Board action, I am requesting consideration by the Academic Affairs Committee as soon as possible. If Academic Affairs acts on these matters on October 15, as we have tentatively discussed, might it be possible to schedule the matter for information at the Senate on October 22 and for action on November 5?

ms

xc: Dr. Joel Thirer
Dean Chapman
Dr. Alvin Goldfarb
Dr. Charles Bolen
Provost David Strand
Dr. Catherine Batsche

10.7.86.1

REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Responsible Department: Department of Health, Physical Education, Recreation, and Dance of the College of Applied Science & Technology
3. Proposed Program Title: Physical Education Major: Teacher Education Sequence; Coaching Sequence; Fitness Leadership Sequence; Athletic Training Sequence
4. Previous Program Title: Comprehensive Physical Education Major: Teacher Certification Sequence and Non-Certification Sequence; and Major in Physical Education: Teacher Certification Sequence and Non-Certification Sequence
5. CIPS Classification: 34.0101 Physical Education Major
13.1314 Teacher Education Sequence
36.0108 Coaching Sequence
34.0103 Fitness Leadership Sequence
34.0104 Athletic Training Sequence
6. Date of Implementation: Summer, 1987

7/8. Description and Rationale:

As requested by the Board of Regents, the Department of Health, Physical Education, Recreation, and Dance is changing the curriculum in the Physical Education major to reflect current occupational trends, to provide a wider range of career preparation, and to eliminate duplication.

In 1976, the HPR Department revised and merged the separate men's and women's undergraduate curricula into a single program which included a comprehensive major with teaching and non-teaching sequences and a major with teaching and non-teaching sequences. Presently, the curriculum is being revised to address unfulfilled needs expressed by program graduates, concerns raised during the program review process, questions raised by the Board of Regents' staff, and career opportunities beyond teaching.

Job opportunities have changed to include roles in sport and physical activity programs outside the school setting. Also, exercise/activity-related opportunities have expanded considerably. Many certified teachers are working in such non-teaching roles though they have not been adequately prepared for the specific requirements of these different positions.

Responses from graduates of 1981-1983 strongly support the need for better preparation for employment in sites other than schools. The proposed curriculum has been restructured to eliminate duplication, strengthen the non-teaching options, complement market demands, and create better preparation for graduates. Within this context, the Physical Education program has been restructured to include: 1) a 36-hour major, 2) a Teacher Education Sequence, 3) a Coaching Sequence, 4) a Fitness Leadership Sequence, and 5) an Athletic Training Sequence.

Catalog Copy
Proposed Physical Education Major

36 hours required

Core: 24 hours required of students pursuing the PE major and all PE sequences

1. Science Group (9 hours)

HPR 181	Human Anatomy and Physiology	3 hours
HPR 182	Human Anatomy and Physiology	3
HPR 282	Kinesiology	3
2. Behavioral Group (6 hours)

HPR 157	Motor Behavior	2 hours
HPR 252	Cultural Perspectives of Human Movement	2
HPR 253	Psychological Perspectives of Human Movement	2
3. Applied Group (5 hours)

HPR 150.40	Fitness and Conditioning	1 hour
HPR 156	Dimensions of Human Movement	2
HPR 180	First Aid	2
4. Movement Forms (4 hours) Select one from each group:
Group A: Individual Sports

150.20	Badminton	1 hour
150.50	Golf	1
150.60	Gymnastics	1
150.70	Tennis	1
150.80	Track and Field	1

Group B: Team Sports

151.10	Basketball	1 hour
151.30	Volleyball	1
152.20	Flag Football	1
152.30	Soccer	1

Group C: Dance

124	Jazz Dance I	1 hour
153.10	Social Dance	1
153.20	Folk & Square	1
153.30	Modern Dance	1

Group D: Conditioning

101	Cross Country Skiing	1 hour
104	Neuromuscular Relaxation	1
114	Nautilus Conditioning	1
126	Aerobic Dance	1
127.10	Aquatic Fitness	1
147	Weight Training	1

Twelve additional hours from within the physical education program are required for majors not selecting a specialized sequence. A minimum of 8 hours of upper-division courses are required, six of which must be at the 300-level. A second major or minor, or an individualized program by advisement, is recommended.

Teacher Education Sequence: 24-hour Core plus 22-27 hour sequence.
Part of Entitlement program leading to certification: Secondary 6-12

158	Instructional Strategies in PE	3 hours
221	Elementary PE Curriculum	3
241	Secondary PE Curriculum and Evaluation	4
258	Directed Experiences in PE	2
383	Adapted Physical Education	3

Movement forms in addition to those required in Core as follows:

Group A	3 hours
Group B	1
Group C	1

Note: All teacher education students must complete 153.20.

Group D	2
---------	---

Note: Teacher education students must use 101, 104, 114 or 147, 126 or 127.10 to meet this requirement.

K-12 Certification Option (Part of Entitlement program leading to certification : K-12):

Students desiring K-12 certification must complete student teaching (STT 399.75 - 5 hours) at the elementary level in addition to the 6-12 requirements listed above.

Professional Education Requirements: 22 hours

Coaching Sequence: 24-hour Core plus 28-hour sequence

207	The Coach in Organized Sports & Athletics	2 hours
298.10	Professional Practice	2
306	Psychology of Sport	3
378	Seminar in Professional Practice	2
384	Intro to Athletic Injuries	3
398.10	Professional Practice: Internship	12

4 hours selected from:

210	Baseball Coaching	2 hours
211	Basketball Coaching	2
212	Football Coaching	2
213	Track & Field Coaching	2
214	Wrestling Coaching	2
215	Volleyball Coaching	2
		4 hours

Fitness Leadership Sequence: 24-hour Core plus 25-hour sequence

104	Neuromuscular Relaxation	1 hour
114	Nautilus Conditioning	
	or	1
147	Weight Training	
126	Aerobic Dance	
	or	1
127	Aquatic Fitness	
206	Fitness Instructor	3
298.10	Professional Practice	2
351	Exercise Physiology	3
378	Seminar in Professional Practice	2
398.10	Professional Practice: Internship	12

Athletic Training Sequence: 24-hour Core plus 31-hour sequence

298.10	Professional Practice	2 hours
351	Exercise Physiology	3
378	Seminar in Professional Practice	2
384	Intro to Athletic Injuries	3
387	Advanced Athletic Injuries	3
388	Lab/Clinical Practice in Athletic Training	6
398.10	Professional Practice: Internship	12

The revised curriculum will: 1) include a Core program encompassing the foundation of the discipline of human movement, 2) meet the concerns of current and former students in non-teaching areas, 3) include professional internships to help students bridge the gap between theory and practice, 4) expand curricular offerings to meet the changing roles of the physical educator, and 5) address the concerns of the Board of Regents' recommendations. The proposed Core will provide a cohesive theoretical introduction to Physical Education, and the accompanying sequences will expand career preparation opportunities. Also, the elimination of the comprehensive major will simplify the present curriculum.

The Core Program--Objectives of the Core curriculum are:

1. Establish an understanding of the basic structure and function of the human body.
2. Identify relationships between the structural development of the body and its potential for movement.
3. Identify relationships between vigorous exercise and the development and function of the human body.
4. Develop understanding of psychological factors which influence learning, motivation, and personal growth as applied to skill development and performance in sport.

The Core program is designed to give students an understanding of human physiology, psychological factors related to movement, first-aid procedures, physical conditioning, and exposure to the different kinds of movement forms. It includes: 1) a science group, 2) a behavioral group, 3) an applied group, and 4) a selection of activity courses including Individual Sports, Team Sports, Dance, and Conditioning. All students majoring in physical education will receive the same theoretical foundation to the discipline through the Core program and then must select further studies (12 hours) in physical education or a specialized sequence.

Major in Physical Education--The 36-hour major includes coursework in basic human movement, behavior, sports, dance, and physical conditioning. It is designed to provide students with an understanding of human movement and give them the opportunity to apply basic principles. The major consists of the 24-hour Core and 12 elective hours.

Teacher Education Sequence--Objectives of this sequence are:

1. Establish a working knowledge of human structure and movement.
2. Acquire knowledge of sports and human movement applicable to classroom and field instruction.
3. Acquire knowledge of safety and precautionary measures for use in instruction and supervision of activities.
4. Provide pedagogical skills in physical education.

The Teacher Education Sequence prepares physical education majors to teach in the elementary and/or secondary schools. The restructured curriculum clarifies requirements but does not narrow students' opportunities. Pedagogy courses and coursework in Movement Forms beyond the required hours in the Core provide a thorough foundation for teaching physical education in the public schools. Revision of the curriculum is based, in part, on state entitlement requirements and the improved physical education Core. The HPR Department has revised the Teacher Education curriculum to reflect recent trends in education and recently available information.

Coaching Sequence--Objectives of the Coaching Sequence are:

1. Acquire appropriate levels of performance and knowledge of coaching techniques and strategies in selected sport activities.
2. Demonstrate appropriate coaching methods and techniques in a practicum setting under the supervision of highly-qualified coaches.
3. Apply principles of prevention, recognition, and care of common sport injuries.
4. Identify ethical practices of coaching and begin to develop a professional philosophy.
5. Apply selected principles of organization and administration such as legal aspects, budgeting, and scheduling to the planning and operation of a competitive sports program.

In the past, coaching and teaching have been perceived as companion vocations because most coaching has occurred in schools, performed by teacher-coaches. The recent expansion of agency and community youth-sport programs and the increase in sport participation by adults in activities for fitness and recreation, the two careers are perceived by many as separate. Furthermore, teacher certification programs in physical education may not always provide adequate preparation for coaching; in most formal teacher preparation programs, there is a paucity of courses offered specifically as preparation for coaching. The proposed Coaching Sequence prepares physical education majors to coach sports in settings

other than public schools where there is an increased demand for qualified personnel. Required courses provide a core of knowledge from the physical education profession as well as additional psychological, biological, and sociological concepts related to athletes' needs, coaching behaviors, and sports in society. Elective courses permit the student to specialize in specific sports or age groups. Required professional practice experiences provide practical experience in the selected sports area under qualified supervision. Certification will be available through the American Coaching Effectiveness Program (ACEP).

Fitness Leadership Sequence--Objectives of this sequence are:

1. Acquire basic skills in researching, selecting, purchasing, implementing, operating, and maintaining equipment and supplies used to develop or evaluate health and fitness.
2. Use clinical/laboratory techniques, procedures, and equipment, including first-aid, safety, and emergency procedures.
3. Use health and fitness-testing techniques and instruments, and evaluation and interpretation of results, to develop individualized exercise programs for safe and successful experiences.
4. Use knowledge of the nutritional needs of the body and identifying factors affecting weight control.
5. Use knowledge of various handicapping conditions and the aging process for writing individual exercise prescriptions appropriate for existing conditions and administering testing programs to assess fitness.
6. Define the concept of stress, identify factors which influence stress, and suggest actions which may be taken to prevent or reduce stress.

The phenomenon of interest and participation in physical fitness, once thought to be a fad, continues to increase in momentum throughout the United States. In the corporate arena, increasing numbers of companies have opened fitness centers or negotiated low-cost membership fees for employees at private health spas, seeking a payback in improved employee health and fitness. Additionally, fitness has created its own position in the market; health spas are capturing the lion's share of this market and have even become an attractive vacation alternative. The focus of spas

has changed from immediate results to long-term goals; in addition to movement, attention is being paid to life styles, stress, cardiovascular fitness, nutrition, and relaxation. Teams of experts now assist participants in the development of individual profiles with specific prescriptions.

This fitness phenomenon has created a demand for more expert information about weight control, nutrition, stress reduction, and exercise. Since physical education is an integral component in the overall health and well-being of our society, it must assume a strong leadership role in this movement. The desperately-needed physical educators must be specifically trained in the scientific basis of human performance, exercise-testing and fitness-evaluation techniques, and exercise-prescription standards.

The Fitness Leadership Sequence prepares students who have a specific interest in physical fitness or exercise science for professional leadership roles in business, industry, and community agencies. It includes preparation in the discipline of human movement with special emphasis in human anatomy, kinesiology, physiology, exercise leadership, and management. Related practicum experiences are an integral part of the sequence.

Athletic Training Sequence--Objectives of this sequence are:

1. Apply principles for prevention, rehabilitation, and care of common sport injuries.
2. Identify injury/illness risk factors associated with participation in competitive athletics and sports, and implement the necessary components of a comprehensive athletic injury/illness-prevention program.
3. Develop and implement sport-specific training and conditioning programs as well as rehabilitation/reconditioning programs for injuries/illnesses sustained by competitive athletes.

4. Conduct a thorough initial clinical evaluation of injuries and illnesses sustained by competitive athletes for the purpose of administering proper first aid and emergency care and making appropriate referrals to physicians for complete diagnosis and medical treatment.
5. Apply appropriate levels of performance and knowledge in the techniques of athletic-training bandaging and taping skills.
6. Apply athletic-training knowledge and skills in a practicum setting under the supervision of a certified athletic trainer or other qualified sports medicine professional (i.e. team physician).

The increased interest and participation in physical fitness and sports during the past decade has brought a great deal of change in the fields of athletic training and sports medicine. The sports media have exposed the processes by which participants' injuries are tended and heightened awareness of the dangers of unsupervised or unstructured vigorous exercise programs. This awareness has created a rapidly-expanding interest in athletic training and sports medicine careers.

The professional preparation of athletic-training students has developed rather dramatically during the past 15 years. Prior to 1969, only a handful of colleges and universities offered any formal program to prepare athletic trainers. Today, approximately 64 undergraduate and nine graduate programs are approved by the National Athletic Trainers Association (NATA).

In addition to recent recommendations regarding professional preparation, other changes support the Athletic Training Sequence proposal. Over the past several years, 15 states have passed some form of legislation to license or register athletic trainers. On June 24, 1985, the Illinois House of Representatives approved Senate Bill 758, The Athletic Trainers Practice Act, and forwarded it to Governor Thompson, who signed the act into law.

ACADEMIC SENATE MINUTES

November 5, 1986

Volume XVIII, No. 5

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Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

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2. Proposal for Deletion of BFA Degree in Theatre (9.8.86.4)
3. Proposal for Subdivision of a Degree Major in Department of Health, Physical Education, Recreation and Dance (10.7.86.1)
4. Appointment of James Hazeltine, Marketing, to University Curriculum Committee

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Adjournment

ACADEMIC SENATE MINUTES

(Not approved by the Academic Senate)

November 5, 1986

Volume XVIII, No. 5

Call to Order

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:03 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Secretary DeLong called the roll and declared a quorum present.

Approval of the Minutes of October 22, 1986

XVIII-21 Ms. Getsi moved to approve the minutes of October 22, 1986 (Second, Lorber). Motion carried on a voice vote.

Chairperson's Remarks

Mr. Schmaltz had no remarks.

Vice Chairperson's Remarks

Mr. Semlow had no remarks.

Student Body President's Remarks

Mr. Ritter had no remarks.

Administrators' Remarks

Mr. Watkins had no remarks.

Mr. Strand had no remarks.

Mr. Gamsky had no remarks

Mr. Harden distributed two items to the Senate. The first was the "Statement of Condition of General Revenue Appropriation for Illinois State University", dated September 1986. He stated that these were the final auditing figures for 1986. The first page represented General Revenue expenditures of the University. We lapsed \$1,921.50, mostly in equipment funds. The second page is the condition of the income fund which is mostly derived from tuition. For FY86 ISU estimated an income of \$19,120,300.00. Of that we spent \$19,077,650.05 which is shown in the expenditures column. We had \$51,649.05 that we did not spend. The balance carried over to 1987 would be \$828,861.64.

Mr. Petrossian asked what the University would do with this money.

Mr. Harden replied that the University would probably pay utilities. In order to meet salary increases, \$318,000 had been transferred from the utility account. The funds would be easily absorbed by the 9% increase that Illinois Power would be billing since the loading of the nuclear power plant at Clinton. Consumption wise, the university was using more utilities this year. BTU's were at 21% and therms at 19%.

The second handout was from the BHE's RAMP Report, a page entitled: "Earnings Per Staff Year - Appropriated State Funds". This did not represent contractual salaries. What it represents is the total earnings out of state funds for all activities. Summer school teaching, overload, and intramural refereeing were all added in. It would be more like what one would pay income tax on. Staff year is 12 months employment. A 9 months contract is .75. If you teach two months of the summer it is 11/12, etc. On that basis, ISU has been consistently second in the State of Illinois vis a vis all other public institutions. Only one other school has been above ISU on an annual earnings basis, the University of Illinois at Chicago Circle. The average earnings of ISU faculty members was \$38,051.00 and the earnings for U of I, Chicago, \$39,738.83. This excluded medical and dental schools which were \$45,000 and \$42,000. ISU's faculty annual earnings were consistently second in the state for the past five years.

Mr. Insel asked what the staff year meant. Mr. Harden said it would be .75 for a faculty member on a 9 months contract. Administrative/Professional staff were not included. Mr. Insel asked if the definition of "staff" were uniform among schools. Mr. Harden said the actual definition comes from the BHE and is uniform. The application of the term may be different in the institutions.

Mr. Sessions asked for an explanation of what accounted for the totals. Since teaching overloads and refereeing had been mentioned, he wondered if in order for teachers to be at this level at ISU, would they have to "moonlight". Mr. Harden stated that moonlighting was usually a concept applied outside the organization. These are all things the university is employing inside the university.

Mr. Sessions said he would be happy if his income were what was represented here. He wondered about the disparity.

Mr. Harden replied that these figures represented an average earnings of ISU faculty members. It represented a "mean". Different disciplines offered different opportunities to earn at different levels.

Mr. Shulman asked if this included FTE's for graduate assistants, etc. Mr. Harden said graduate assistants did not enter into this calculation.

Mr. Insel asked how they accounted for the fact that Urbana had lower salaries than ISU. Mr. Harden said that "soft money" was not included. The U of I faculty made their money on big research grants. This table was strictly for appropriated funds. Mr. Insel clarified that if a faculty member derived his entire yearly salary from a research grant, he would not be included in this study. Mr. Harden said he would not be included, it was only for appropriated funds.

Ms. Getsi was astonished at this report. She asked if all the schools reported here were accounted for in the same way. Mr. Harden replied that theoretically the definition was the same for all schools. Ms. Getsi asked who received this report. Mr. Harden replied that it was a page of the IBHE Ramp Document.

Mr. Harden stated that what the faculty normally sees is a 9-month report of salaries. This report represented a 12-month salary.

Mr. Ken Strand said that possibly a median report would be more representative of salaries. Mr. Harden said the frequency of values of ISU faculty are less widespread than say the U of I faculty.

Mr. Schmaltz asked if a professor at the U of I medical school were earning \$100,000 per year, 75% of which was paid off a research grant, what salary would be added into this study? Mr. Harden said \$25,000 would show.

Mr. Kirchner asked how long the average professor had been here to earn this salary. Mr. Harden did not know the length of time, he reiterated that this represented total income.

Mr. Nelsen asked if the figure \$27,500 would be a more realistic estimation. Mr. Harden said this was close. Some faculty at ISU are more than 100%, but for the most part, .75 of this would get you close to the more realistic figure.

Mr. Harden said that part of this study was that ISU runs one of the biggest summer schools in the State of Illinois. This adds income to faculty salaries.

Action Items

1. Proposal for M. S. in Public Administration (9.22.86.3)

Ms. Mills clarified that the title of this program rather than Master of Science in Public Administration should be Master's in Public Administration. This was a revision that was not made on the cover of the proposal, but is clearly indicated in the content of the proposal. This has been cleared with the Graduate School. She mentioned that the Budget Committee had circulated some substitute pages that should be inserted in the original proposals.

XVIII-22 Ms. Mills moved approval of the proposal for Master's in Public Administration. (Second, Whitcomb).

Mr. Ramsey spoke concerning the materials he had circulated. These included: Page 14, with corrections in Table IV-3; Page 23, with corrections in Table IV-4; Page 27, Table IV-5 which indicated expenditures of \$144,000: Items 7 (Staff), 8 (Equipment and Instructional Materials), and 9 (Library) should be noted; Page 24; and Page 28.

Motion carried on a voice vote.

2. Proposal for Deletion of BFA Degree in Theatre (9.8.86.4)

- XVIII-23 Ms. Mills moved approval of the Proposal for Deletion of BFA Degree in Theatre. (Second, Whitcomb).

The Academic Affairs Committee had considered this request from Theatre and vote unanimously in favor of this deletion.

Mr. Shulman commended the Theatre Department for dropping this BFA degree, even though in his opinion it was the strongest of the BFA degrees. He hoped that others would follow suit and drop the other BFA's.

Motion carried on a voice vote.

3. Proposal for Subdivision of a Degree Major in Department of Health, Physical Education, Recreation and Dance (10.7.86.1)

- XVIII-24 Ms. Mills moved approval of the Proposal for Subdivision of a Degree Major in the Department of Health, Physical Education, Recreation and Dance. (Second, Whitcomb).

Ms. Mills stated that this subdivision would offer sequences in coaching, fitness, and athletic training. The curriculum changes are at the request of the Board of Regents to reflect current occupational trends.

Mr. Ramsey stated that this proposal presented no budgetary impacts.

Motion carried on a voice vote.

4. Approval of Appointment of James Hazeltine, Marketing, to the University Curriculum Committee.

- XVIII-25 Ms. Roof, Chairperson of Rules Committee, moved to suspend the rules and add a fourth item to the agenda: Approval of Appointment of James Hazeltine to the University Curriculum Committee. (Second, Lesch).

Mr. Nelsen asked if there were some urgency for this matter.

Mr. Lesch, Senator from the College of Business, stated that Gene Rozanski from Accounting had resigned from this committee, and that their college was short one representative at the present time. The committee had been having lengthy meetings, and the college wished to be represented.

Motion carried on a unanimous vote.

- XVIII-26 Ms. Roof moved to approve the appointment of James Hazeltine, Marketing, to the University Curriculum Committee. (Second, Lesch). Motion carried on a voice vote.

Information Items

1. Proposal for Disestablishment of Bilingual/Bicultural Education Program in Department of Curriculum & Instruction (9.22.86.2)

Ms. Mills, Chairperson of the Academic Affairs Committee, stated that this request came from the Department of Curriculum and Instruction. The program had not been advertised or utilized since 1983. The department has no plans to do so in the future, and is requesting a deletion of the program.

Mr. Sessions asked if the Curriculum & Instruction department had considered state mandates concerning bilingual/bicultural requirements.

Ms. Mills said this point had been raised in her committee. Such mandates were being met through other methods.

Mr. Whitcomb said he had been Chair of the Foreign Language Department at the time this program was established and the bilingual/bicultural were being instituted all over the country at that time. In the meantime, interest has focused in certain areas of the country. It was his understanding that there were no students in the program at ISU, and there was very little call for it.

Mr. Lorber stated that the C&I department did view this as an important area. The program is to address needs of these particular students, and not to mainstream these students. Among the priorities of the department, this is further down on the list.

Mr. Sessions asked Sen. Lorber if the problem of addressing the needs of students in the classrooms through language understanding is being dealt with in other instructional programs.

Mr. Lorber said they were not trying to prepare teachers of English as a second language in other courses, but were addressing issue of how to deal with students of other cultures in other courses. The issue is not being ignored, but is being dealt with in a different manner.

Mr. Sessions asked if school districts and school principals were not looking for students trained in these skills. Mr. Lorber said this seemed to be the case.

2. Proposal for Music Therapy Sequence of the M.S. Degree in Music (9.23.86.2)

Ms. Mills of the Academic Affairs Committee introduced the proposal for Music Therapy Sequence of the M.S. Degree in Music. This program is designed to attract two kinds of students: students who have completed a baccalaureate degree in music and are registered music therapists, or students who have completed a baccalaureate degree in music but have not attained registration in music therapy. The sequence adds the core requirements for a Master's of Music degree, 14 hours in music, plus 12 hours of courses in music therapy, and 9 hours of electives from other departments. Advanced music courses have been approved through the university curriculum process for this degree. The proposal clearly states that ISU does have the qualified faculty for this program. The Academic Affairs Committee had suggested some clarifications of the proposal, which the Music Department had sent out October 31, 1986.

There would be no new resources needed. Representative of the Music Department were present for questioning.

Mr. Ramsey stated that Dr. Corra had provided additional information on enrollments to the Budget Committee. In three or four years they would have 8 students enrolled in the program, and would be graduating 8 students. The existing courses are already on the books. The Budget Committee had determined that this proposal would have no budgetary impacts.

Mr. Sessions had a matter of concern about the proposals being presented-- it was what he termed "creeping professionalism". In the Music proposal, HPERD proposal, Theatre proposal, etc., much of what the University is offering as programs is dictated by sources outside the University. He thought this was a dangerous precedent. It is necessary for the University to take command of its own curriculum and establish what it will teach and set qualifications for degrees. He was not opposed to the present proposals. However, it is time for the University to reconsider their role in establishing curriculum. He felt we were diminishing our role and stature in the world of education.

Mr. Roberts referred to Appendix D - Music Therapy Registration Course Requirements. It seemed to him that the total program absorbed all the undergraduate hours available. What was the purpose of Appendix D?

Ms. Mills answered that this was not a part of the new sequence. It was information provided by the Music Department. She yielded to Marie Digiammarino who stated that these courses were for a person who comes in without preparation in Music Therapy. They would need to take such courses as prerequisites.

Ms. Getsi stated that the original Appendix D had changed. Ms. Digiammarino said the new pages were included in the October 31, 1986 information about Music Therapy.

Mr. Schmaltz referred to Page 8 - Additional Requirements. "Supportive field subjects are to be selected from 300 and 400 level courses but not limited to the fields of Psychology, Education, Speech Pathology and Audiology, Sociology, and Social Work. (9 hours required). What other fields would be included in those nine hours. Why would you want to take courses in other areas. Being a psychologist, he thought it important to have some psychology courses in your background to be involved in therapy.

Ms. Digiammarino said other courses may be developed in the future.

There were no further questions.

Committee Reports

Academic Affairs Committee - No report.

Administrative Affairs Committee - No report.

Budget Committee - Mr. Ramsey had no report. He announced a brief meeting following Academic Senate.

Faculty Affairs Committee - No report.

Rules Committee - No report.

Student Affairs Committee - Mr. Pasulka announced a short meeting following Senate adjournment.

XVIII-27 Mr. Nelsen moved to adjourn the meeting (Second, Watkins). Academic Senate adjourned at 7:57 p.m.

FOR THE ACADEMIC SENATE

DOUGLAS A. DELONG, SECRETARY

[illegible]

STATEMENT OF CONDITION () GENERAL REVENUE APPROPRIATION
ILLINOIS STATE UNIVERSITY
MONTH AND YEAR September 1986

	(1) Annual Appropriation	(2) Expenditures to Date	(3) Outstanding Encumbrance	(4) Unencumbered Budget Balance
<u>PERSONAL SERVICES</u>	\$ 40,458,400.00	\$ 40,458,400.00	\$ ---	\$ ---
<u>EMPLOYER CONTRIB. TO RETIREMENT</u>	4,829,200.00	4,829,200.00	---	---
<u>CONTRACTUAL SERVICES</u>	9,111,800.00	9,111,800.00	---	---
<u>TRAVEL</u>	299,500.00	299,498.65	---	1.35
<u>COMMODITIES</u>	867,400.00	867,379.80	---	20.20
<u>EQUIPMENT</u>	1,628,400.00	1,626,636.94	---	1,763.06
<u>OPERATION OF AUTOMOTIVE EQUIP.</u>	109,500.00	109,405.20	---	94.80
<u>TELECOMMUNICATIONS SERVICE</u>	491,200.00	491,177.66	---	22.34
<u>AWARDS AND GRANTS</u>	184,100.00	184,080.25	---	19.75
<u>TOTAL</u>	<u>\$ 57,979,500.00</u>	<u>\$ 57,977,578.50</u>	<u>\$ ---</u>	<u>\$ 1,921.50</u>

STATEMENT OF CONDITION OF INCOME ID -- EDUCATIONAL OPERATIONS
ILLINOIS STATE UNIVERSITY
MONTH AND YEAR September 1986

FY/

	(1) Annual <u>Appropriation</u>	(2) Expenditures to Date	(3) Outstanding Encumbrance	(4) Unencumbered Budget Balance
Personal Services	\$ 14,242,700.00	\$14,241,347.50	\$ ---	\$ 1,352.50
Contractual Services	2,037,200.00	1,813,200.00	---	---
Travel	152,800.00	202,226.81	---	4,573.19
Commodities	339,400.00	559,321.98	---	78.02
Equipment	1,690,000.00	1,689,955.40	---	44.60
Operation of Automotive Equipment	60,400.00	19,990.76	---	40,409.24
Telecommunications Service	356,800.00	306,726.77	---	73.23
Awards and Grants	50,000.00	44,882.40	---	5,117.60
Minor Permanent Improvements	200,000.00	199,999.33	---	.67
Total	<u>\$ 19,129,300.00</u>	<u>\$ 19,077,650.95</u>	<u>\$ ---</u>	<u>\$51,649.05</u>

ANALYSIS OF FUND

Balance	\$ 494,557.41	
Receipts this Fiscal Year	\$ 19,477,122.66	Amount appropriated this fiscal year \$ <u>19,129,300.0</u>
Total	\$ 19,971,680.07	Amount available to date
Less: Expenditures Vouchered against Appropriated Accts	\$ 19,077,650.95	(\$ <u>19,971,680.07</u> minus \$ <u>13,518.43</u>) \$ <u>19,958,161.6</u>
Expenditures drawn directly against fund for Unemployment Compensation	\$ 13,518.43	<u>Balance to be earned (overearned)</u> \$ <u>(828,861.6</u>
Balance	\$ <u>880,510.69</u>	

REPORT NO: B-3B

EARNINGS PER STAFF YEAR
APPROPRIATED STATE FUNDS

	FACULTY				% CHANGE	% CHANGE	% CHANGE
	FY1983 AMOUNT	FY1984 AMOUNT	FY1985 AMOUNT	FY1986 AMOUNT	83-84	84-85	85-86
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	27,108.84	27,870.38	29,052.68	31,103.64	2.80	4.24	7.05
EASTERN ILLINOIS UNIVERSITY	28,089.26	29,467.10	31,068.37	32,896.60	4.90	5.43	5.88
GOVERNORS STATE UNIVERSITY	26,839.08	28,250.48	29,262.12	30,154.32	5.25	3.58	3.04
NORTHEASTERN ILLINOIS UNIV.	29,783.42	30,662.46	32,015.24	36,168.05	2.95	4.41	12.97
WESTERN ILLINOIS UNIVERSITY	29,707.01	31,482.80	33,449.09	37,181.12	5.97	6.24	11.15
MMSUBTOTALMM	28,605.03	29,919.49	31,458.17	34,134.41	4.59	5.14	8.50
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	31,275.59	33,358.35	35,387.15	38,051.43	6.65	6.08	7.52
NORTHERN ILLINOIS UNIVERSITY	28,338.22	29,296.08	30,503.71	32,004.35	3.38	4.12	4.91
SANGAMON STATE UNIVERSITY	30,870.91	32,492.37	33,848.84	35,810.46	5.25	4.17	5.79
MMSUBTOTALMM	29,661.24	31,035.69	32,520.50	34,448.55	4.63	4.78	5.92
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	27,276.47	28,887.73	29,910.35	32,734.31	5.90	3.53	9.44
SCHOOL OF MEDICINE	36,446.04	41,477.91	43,359.01	45,363.67	13.80	4.53	4.62
EDWARDSVILLE	29,000.00	31,752.84	32,824.12	35,419.09	9.49	3.37	7.90
SCHOOL OF DENTAL MEDICINE	38,828.31	40,611.65	42,328.67	42,956.23	4.59	4.22	1.48
SYSTEM OFFICE	10,960.00	11,900.00	.00	.00	8.57	100.00-	.00
MMSUBTOTALMM	28,820.35	30,942.46	31,981.24	34,783.02	7.36	3.35	8.76
UNIVERSITY OF ILLINOIS							
CHICAGO	33,118.04	35,471.04	37,823.28	39,738.83	7.10	6.63	5.06
URBANA/CHAMPAIGN	29,952.16	32,100.76	33,511.02	35,736.31	7.17	4.39	6.64
CENTRAL ADMINISTRATION	26,182.76	28,417.84	28,464.64	30,219.21	8.53	.16	6.16
MMSUBTOTALMM	31,126.99	33,355.90	35,085.46	37,197.62	7.16	5.18	6.02
TOTAL	29,949.90	31,851.11	33,380.36	35,703.52	6.34	4.80	6.95

NEW AND EXPANDED PROGRAM REQUEST

1. INSTITUTION: Illinois State University
2. PROGRAM TITLE: Master of Public Administration
LEVEL: Graduate I
3. 6-DIGIT CIPS CODE: 45.1001
4. PROPOSED INITIATION DATE: Fall, 1988
5. DATE OF SUBMISSION: October 1, 1985
6. SITE: On campus

MISSION STATEMENT

7. OBJECTIVES AND RELATIONSHIP TO UNIVERSITY MISSION.

Program Overview and Objectives This proposed Master of Public Administration program is designed to provide students with a high quality education for the purpose of preparing them to assume effective management and leadership roles in both governmental and non-governmental public service agencies. The MPA will contribute to the enhancement of community leadership and public services by providing opportunities for current and potential agency officials to develop their professional skills and expertise and by establishing an interactive relationship between local and county public service agencies and the university community.

In meeting this general objective, the program incorporates a number of innovative features in a manner not found in more traditional public administration programs. Thus, while the program provides a core curriculum dealing with public management skills, its curriculum leaves students free to tailor a course of study that addresses their particular needs and career objectives. Second, the applied nature of the program builds upon the rich diversity of faculty expertise in policy research and evaluation methods to emphasize student participation in applied off-campus fieldwork. This feature will not only provide cooperating agencies with useful assistance, but it will also allow students to acquire the kinds of "hands-on" experiences that will serve their career objectives. Third, qualified practitioners will be employed on a temporary basis to offer specialized courses and workshops for both students enrolled in the program and representatives of local and regional agencies. Fourth, students are required to have a professional practice experience in order to apply classroom lessons to a supervised work environment. Finally, the program has established and will maintain a close working relationship with an Advisory Council in order to facilitate on-going program development and the identification of professional practice opportunities for students. This council, composed of public and private agency officials and already functioning in connection with the department's undergraduate program, would assist in identifying potential workshop topics in applied, specialized, technical, and rapidly changing areas of public service, and in identifying practitioners qualified to conduct those workshops.

It is emphasized that this program's primary focus will be upon preparing students for professional careers in county and sub-county public service agencies.

Specific Educational Objectives. The program intends to produce professionals capable of intelligent and creative analyses, communication, and action in the public sector. Its specific educational objectives are to provide:

1. understanding of the functions, structure, and processes of state and local governments and the prerequisites for effective representation of the public interest;

2. knowledge of management skills such as budgeting, personnel management, and program evaluation and analysis;
3. knowledge of and practice in applied research methods, including research design, statistical analysis, and familiarity with relevant government documents and other source materials;
4. experience in government agencies or other public service organizations, applying the skills learned in the classroom;
5. experience in applied research relevant to the issues faced by sub-national governments and non-profit agencies; and
6. knowledge of and experience with the most recent developments in computer applications, technological developments relevant to government issues, and management skills.

Other Programmatic Objectives. While the specific educational objectives, described above, relate to expectations of student achievement in the program, the MPA also incorporates several other programmatic objectives which define the relationship of the program to the surrounding community. These objectives include:

1. developing a close interactive relationship with local and county governments and other public service employers within a 60 mile radius of the university;
2. contributing to the quality of the services these agencies provide through cooperative research efforts;
3. offering specialized training in specific management skills and techniques to local officials and employees who are not necessarily seeking a degree; and
4. recruiting non-traditional students, women and minorities in order to enhance their job prospects in the public sector.

Relationship to University Mission. The historic mission of Illinois State University emphasizes education in a broad context. The University's 1985-90 Academic Plan elaborates a three-fold mission:

- 1) to expand the horizons of knowledge;
- 2) to transmit knowledge to students, colleagues, and the general citizenry;
- 3) to enrich the culture of which it is a part.

The specific mission of the College of Arts and Science particularly emphasizes liberal education for career preparation and an informed citizenry.

The Department of Political Science encompasses both the university and college missions in defining its own mission. In part through the development of a comprehensive program of public administration research and education, the Department elaborates all three goals stated in the University's Academic Plan.

First, the Department realizes an obligation to expand the horizons of knowledge. New knowledge about the structure, problems, performance, and capacity of government is valuable in itself. Such research clarifies the issues facing government and aids the search for viable solutions. More specifically, however, the Department recognizes the importance of developing and transmitting a body of knowledge that is applicable to the state and local agencies and voluntary associations that are an important part of the regional community supporting the University.

Second, the Department is deeply committed to facilitating the transmission of knowledge to students, practitioners, colleagues, and the community at large. The Department faculty believes that through a comprehensive program of public administration education, expertise can be used to prepare students for professional positions in public and private agencies. Preparation of these professionals should reflect the best academic traditions. The Department also feels it is important to provide opportunities for government employees and officials to upgrade their skills and to participate in the teaching program when they have expertise that should be transmitted to others. Certainly the Department is committed to fostering the flow of useful information both between the University and communities and also among the communities themselves. The Department seeks to become not only a generator of new and useful information but also a facilitator of its dissemination.

Third, the Department's undergraduate program possesses a number of important strengths relevant to the proposed Master's degree program. It has a talented and diverse faculty, whose areas of specialization complement one another and enable the department to offer an exceptionally wide range of courses at both lower-division and upper-division levels. Political Science has witnessed a 26 percent increase in Departmental course credit hours in the past five years, in courses serving both its own majors and those of other Departments. The number of majors in Political Science has now reached some 400 undergraduate students. Moreover, the political science faculty developed substantive concentrations in the Public Service and Global Studies areas, and these have attracted growing numbers of students (including new majors). One other measure of the political science undergraduate program is the record of its baccalaureate degree holders after graduation. Specifically, many students have gained admission to leading graduate and professional degree programs across the country (e.g., Harvard, New York University, Michigan, and Northwestern), and others have been awarded prestigious year-long fellowship and research positions in Illinois and elsewhere (e.g., the James Dunn Fellowship in the Office of the Governor of Illinois, Legislative Staff Internships in Springfield, and Research Internships with the U.S. Advisory Commission on Intergovernmental Relations in Washington, D.C.). In sum, the department's undergraduate program represents a solid foundation for building and interacting with a graduate program in public administration.

Finally, the Department seeks to carry out the mandate of the Academic Plan by enriching the culture of which it is a part in the most appropriate way. A long tradition in Political Science evinces a concern for the quality of life in communities. It seeks to manifest that concern by forging more effective ways to allow the University to utilize its considerable resources in helping communities improve the quality and effectiveness of their services to their citizens. In so doing, the University will be contributing in significant ways to the quality of life in these communities.

The Department of Political Science has already begun many of these initiatives through its Public Service Concentration at the undergraduate level. Experience in this endeavor indicates several things. First, it is possible and highly desirable to meld the best academic traditions with more work in career development and field application. Second, the integration of an Advisory Council - with members drawn from public and private sector managers - into the planning and implementation of the program provides many benefits. The Advisory Council helps to pinpoint demands, identify practitioners willing to provide assistance, and acts as a liaison in developing new internship and professional practice opportunities. Finally, employment opportunity studies indicate that for professional advancement above entry level positions a graduate degree in public administration is highly desirable from the standpoint of the employer and the employee (see below pp. 19-21).

The Master's degree in Public Administration would not only be a logical extension of an already existent undergraduate concentration, but when compared to the department's current master's degree program, it would differ in eight ways. First, it would provide students significantly more opportunities for applied research in a number of courses, including an expanded professional practice experience. Second, the applied research component would result in a novel feature from this department's perspective; namely, students will be able to develop "portfolios" of completed projects dealing with actual issues confronting public and/or private voluntary agencies. (These examples of students' analytical and methodological skills and substantive knowledge should heighten their attractiveness to public service employers.) Third, the proposed graduate degree program would provide currently unavailable opportunities for students to receive extensive instruction from experienced practitioners in workshops dealing with specialized subjects as well as in regularly scheduled courses. Fourth, the involvement of students and faculty alike in applied research projects addressing concerns of local public service agencies plus the offering of workshops would increase this department's service to communities within the region. Fifth, political science graduate students enrolled in the public administration program would have a third degree choice not now available, i.e., the 39 credit hour option. Sixth, the offering of a program avowedly oriented toward meeting the needs of people who are seeking employment or who are already employed in the public sector has the potential to attract more non-traditional students than typically enroll in this department's present master's degree program, which is designed for students with general interests in political science. Seventh, the proposed public administration degree program is consciously designed to give students the flexibility to take graduate level courses offered by other departments in order to fulfill

particularistic career objectives or needs. This feature represents an increase in the interdisciplinary educational opportunities afforded students when compared to the department's present master's program. Finally, this master's degree proposal, if approved, will provide students an opportunity to earn an identifiable degree in a program clearly associated with and focused upon public service careers.

8. EFFECTS OF PROPOSED PROGRAM

The adoption of this program can be expected to have only minimal impact on existing programs across the University. It does not replace any existing program. This program will attract students who would not now pursue graduate study at Illinois State University. Therefore, to the extent that these students seek electives outside the Department of Political Science, other departments such as Accounting, Criminal Justice Sciences, Economics, Educational Administration and Foundations, Sociology, and Geography-Geology might experience some enrollment increase in their 300 and 400 level courses. Because of the breadth of elective choices, however, these expected increases would be spread among departments and would not be a burden to any.

As indicated above, students in the proposed program would be encouraged to take some courses outside the Department of Political Science and to this extent, the program would be supported by such departments. Since the elective courses in question, however, are regular catalog courses, no significant additional burden on any other department is anticipated.

CURRICULUM

9. PROGRAM COMPONENTS AND COURSE DESCRIPTIONS.

The Master's program in Public Administration is designed to offer an advanced degree to students interested in training or re-training for careers in the public sector. The program is flexible and can be tailored to both individual student needs as well as the ever changing demands for analytic, technical, and managerial skills in the public service environment.

The program is built around a core curriculum designed to give students the general knowledge of state and local governments they need as well as the basic management skills required by public managers. These courses, and a number of the electives, also provide students an opportunity to apply skills learned in the classroom. Such applications might include such things as program evaluations, grant writing, fiscal analysis, or the development of personnel manuals.

Students will select one of the following three options to complete the degree: (1) a 34 credit hour option including writing a master's thesis; (2) a 33 credit hour option including taking comprehensive examinations, or (3) a 39 credit hour program including, beyond the core curriculum requirements, an additional 15 credit hours of electives and a culminating paper formally presenting an analysis of a public policy issue. The culminating examinations, thesis, or paper would combine both theoretical knowledge and practical application.

Required Courses--18 credits

Political Science 497: Introduction to Research Methods (3 credits)

Instructors: Klass, Monroe, F. Roberts.

Description: An examination of the social science research skills applicable to policy analysis and evaluation; including survey research design and sampling, computer processing and data analysis, regression statistics, causal modelling, forecasting, time series analysis, and quasi-experimental research design. Students are asked to design and execute research projects and to prepare summary reports.

Political Science 431: Seminar in Public Administration (3 credits)

Instructors: Gordon, Klass, Lind, Elder, Hunt, Payne

Description: A comprehensive examination of the basic concepts, institutions, processes, behaviors, and issues in contemporary public administration. Topics include: administrative organization, budgeting, personnel administration, organizational theory and democratic theory.

Political Science 421: Seminar in State and Local Politics (3 credits)

Instructors: Elder, Kiser, Wilson

Description: This seminar provides a comprehensive survey of the literature on state and local government institutional structure, policymaking processes and intergovernmental administration.

Political Science 333: Politics of Government Budgeting (3 credits)
Instructors: Gordon, Lind.

Description: This course encompasses the structure, laws, functions and processes of the governmental budgeting system. Topics include budgeting and decision making, the executive budget process, fiscal stress, legislatures and budgeting, intergovernmental aid and state and local budgets, and budgetary reform.

Political Science 331: Public Personnel Administration (3 credits)
Instructor: F. Roberts

Description: A survey of personnel issues and of standard civil service procedures including job analysis and position classification, employee selection, evaluation and promotion, salary plans and fringe benefit administration, employee motivation, and collective bargaining. Course requirements include a familiarity with practitioner literature, presentation of training workshops, memo and report writing, and supervision exercises.

Political Science 332: Public Policy Analysis (3 credits)
Instructors: Elder, Klass, Hunt, Lind, Monroe.

Description: This course focuses on formal methods of program evaluation, experimental and non-experimental research design, and surveys the history of policy evaluation across several social policy areas. May be repeated for credit if the content is different.

Students who as undergraduates satisfactorily completed any of the above 300-level core courses or their equivalents will be required to substitute either a 3-credit, POS 490 Readings in Political Science course dealing with a topic related to the subject matter of the 300-level course already taken or an appropriate graduate level seminar as determined in consultation with the graduate advisor. No more than 6 credits of POS 490 may be applied toward fulfilling graduation requirements.

Required Fieldwork—6 credits

Political Science 498: Professional Practice (6 credits)
Instructor: Wilson.

Description: This fieldwork would generally serve as a culmination to coursework in the public service curriculum. Students would be provided with hands-on experience in a government or community organization, applying the skills they learned in their coursework.

Students with appropriate professional experience may have the professional practice course waived by the advisor of the public service program. Additional electives would be required if the course were waived.

Electives

In addition to the 24 credit hours of required courses: Students selecting option 1 must complete a thesis worth 4 credit hours (POS 499) and 6 credit hours of additional graduate-level coursework.

Students selecting option 2 must take 9 credit hours of additional graduate-level coursework.

Students selecting option 3 must take 15 credit hours of additional graduate-level coursework.

No more than 12 credits of 300-level courses may be taken to fulfill graduation requirements in the above options.

Students may be able to complete their coursework by taking only Political Science courses or, in consultation with their advisor, may tailor a program to meet their specific needs for courses in such other departments as:

- Accounting
- Agriculture
- Communications
- Criminal Justice
- Economics
- Educational Administration and Foundations
- Finance and Law
- Geography and Geology
- Health, Physical Education, Recreation and Dance
- Industrial Technology
- Psychology
- Sociology

(See Appendix II for an illustrative list of elective courses.)

10. ACHIEVEMENT OF OBJECTIVES

The required courses in the Master's degree in Public Administration are selected to represent an introduction to each of the major components within the sub-field. Students completing the required courses will be familiar with the primary problems faced by sub-national governments, the management and research skills employed in governmental and non-governmental agencies, and the technological advances in the field.

The elective courses allow the student to develop areas of special expertise. Required courses assure potential employers that the program's students are administrative generalists while the electives allow the students to develop appropriate technical specialties within or outside the Political Science Department.

Formal course offerings will focus on both theoretical knowledge and applied research. In most courses, students will be given the opportunity for "hands-on" experience and they will be asked to present alternative solutions to problems encountered by those dealing with the public sector. Working closely with faculty members in the public service program, students will be able to develop expertise in specific problems faced by local governments in the service area of the program. For example, communities in its service area may request the assistance of the program's graduate students in evaluating and developing new programs in financial management. Students would develop research projects around these problems and, in addition to enriching their education, would be providing a public service to communities in the area. The culminating experience of the program, a professional practice internship, will

meld together technical and managerial skills as "practical", though theoretically-grounded, solutions to public sector problems.

The Master's program, through its use of workshops and practicums, will build upon the course offerings of the Political Science Department. Political Science faculty and practitioners with particular skills will develop and offer workshops and practicums on current problems and issues faced by employees of governmental and not-for-profit organizations. By addressing current problems and managerial innovations, these workshops will allow current graduate students to enter the market with appropriate skills, and will also appeal to employees who want to update their expertise. The Public Service Advisory Council, developed in conjunction with our undergraduate concentration on public sector problems, will help identify the needs in this area.

The program will reach out to traditional and non-traditional students who decide to enhance their current skills and who would not be otherwise served by existing master's programs. Recruitment efforts will be directed beyond traditional students, e.g., a recent undergraduate who majored in political science and took a smattering of public administration courses, to governmental employees as well as those who interact with or are dependent upon governmental services. The flexibility and the individual tailoring of the program would attract these students. The Advisory Council would again be utilized to help formulate the specific topics and goals of workshops that would be most beneficial to these students.

Relationship of Courses to Specific Educational Objectives (see Section 7.)

To meet the specific educational objective #1, familiarity with sub-national governments, the following courses and faculty members are provided:

POS 411	American Government	(Monroe, Elder)
POS 421	State/Local Seminar	(Elder, Kiser, Wilson)
POS 422	Urban Seminar	(Gordon, Kiser, Wilson)
POS 431	Public Administration	(Elder, Gordon, Hunt, Lind, Payne)
POS 318	Administrative Law	(Eimermann, Lind)
POS 323	State Political Systems	(Elder, Kiser, Wilson)
POS 329	Intergovernmental Relations	(Gordon)

To meet objective 2, development of management skills, the following courses and faculty members are provided:

POS 431	Public Administration	(Elder, Gordon, Hunt, Lind, Payne)
POS 331	Personnel	(Roberts)
POS 333	Budgeting	(Gordon, Lind)
POS 389.33	Organizational Theory	(Gordon, Lind)

To meet objective 3, applied research, the following courses and faculty are provided:

POS 489	Advanced Study	(staff)
POS 497	Research Methods	(Klass, Monroe, Roberts)
POS 498	Professional Practice	(Wilson)
POS 332	Policy Analysis	(Elder, Hunt, Klass, Lind)

To meet objective 4, professional practice, the following course and faculty member are offered:

POS 498 Professional Practice (Wilson)

To meet objective 5, research projects, the following courses and faculty are provided:

POS 489	Advanced Study	(staff)
POS 498	Professional Practice	(Wilson)
POS 499	Master's Thesis	(staff)
POS 330	Problems in Public Administration	(Elder, Gordon, Hunt, Klass, Lind, Payne)

To meet objective, 6, applied technology, the following courses and faculty would be utilized:

POS 497	Research Methods	(Klass, Monroe, Roberts)
POS 493	Workshops	(Staff/Practitioners)

11. ADMISSIONS REQUIREMENTS.

Admission requirements will be the same as those of the Graduate School of Illinois State University.

Any deviations from the Graduate School requirements will be handled on a case by case basis. The grade point average of the nontraditional student re-entering college after a ten year hiatus may not, for example, be a good indicator of that student's potential success in the program. Any applicant falling below the Graduate School's admission standards would only be admitted under exceptional circumstances on a probationary status. (See pp. 21-22 of the 1986/87 Illinois State University Graduate Catalog and Appendix VI.)

12. TRANSFER CREDITS.

A. Proficiency tests will not be offered for any course in the program.

B. Normally, students will be allowed to count not more than 9 graduate-level credits from other institutions toward the Master's degree in Public Administration.

13. DEGREE COMPLETION REQUIREMENTS.

A. GPA: In accordance with the policies of the Graduate School, students must have a minimum cumulative GPA of 3.0 in graduate work at ISU to be in Academic Good Standing, to be admitted to candidacy for a degree or to graduate.

B. Time Limits: All degree requirements must be completed within six calendar years, beginning with the date the student first registers as a student. When graduate study is interrupted by military service or other contingencies, the six year limit may be extended by the Graduate School.

14. COURSE DESCRIPTIONS.

Covered earlier under section 9, there are no new course proposals.

15. EXEMPLARY CURRICULA.

Each required course will be offered at least once every year, ensuring that such courses can be scheduled within a two-year period. The range of courses from which students may choose electives in other disciplines is wide enough that students should experience no difficulty scheduling their course work.

Students wishing to complete the degree within two years will need to take approximately three courses per semester. A three-year schedule allows students to choose two courses a semester; students wishing to take only one course per semester should be able to complete the program in a maximum of 5 1/2 years. This leaves a one-half year leeway for students to 'wait' for a particular elective. To complete the 39 credit hour option, some students may need to take summer courses.

Following are three illustrations of the various curricula that this degree would make possible in public administration education:

Courses required for all students, in all options (24 credit hours):

POS 421	State and Local Seminar	(3)
POS 431:	Public Administration Seminar	(3)
POS 497:	Research Methods Seminar	(3)
*POS 331:	Public Personnel Administration	(3)
*POS 332:	Public Policy Analysis	(3)
*POS 333:	Politics of Government Budgeting	(3)
POS 498:	Professional Practice	(6)
	(may be waived for those with sufficient experience; 6 credits of 400-level electives substituted)	

*See page 9

Model 1: Traditional graduate student in Political Science
selecting the 34 credit-hour option

Required courses:

-----	Courses listed above	(24)
POS 499:	Master's Thesis	(4)

Electives:

POS 422:	Seminar in Urban Politics	(3)
ECO 401:	Survey of Economic Principles	(3)

Model 2 Municipal clerk, selecting 33 credit-hour option. The student presumably would have little prior governmental experience.

Required courses:

----- Courses listed above (24)

Electives

POS 411	American Government	(3)
ACC 405:	Survey of Business Data Processing	(3)
COM 423:	The Process of Communication	(3)

Model 3: Supervisory-level employee in a local public housing authority, selecting 39 credit-hour option

Required:

Courses listed above (Professional Practice waived;
6 credits of 400-level electives taken in lieu of
Professional Practice) (18)

Electives

POS 422:	Seminar in Urban Politics	(3)
POS 318:	Administrative Law	(3)
CJS 421:	Management Issues in the Criminal Justice System	(3)
SOC 431:	Advanced Social Psychology	(3)
ECO 401:	Survey of Economic Principles	(3)
POS 490	Readings in Political Science	(3)
SOC 465	Sociology of Formal Organizations	(3)

ACADEMIC POLICIES

16. UNIT EXERCISING ACADEMIC RESPONSIBILITY.

The Political Science Department will exercise academic responsibility for the program in matters such as curricular modifications, faculty assignments and student evaluations.

Teaching assignments will be made by the chairperson of the Political Science Department with the assistance of the departmental Administrative Committee. The Public Administration Graduate Program Committee will be responsible for periodic reassessment of the proposed program and for evaluation of student records for admission and graduation. All college and university admission standards, academic policies and graduation requirements will be followed.

17. STUDENT CLIENTELE

Table IV-3
ENROLLMENT AND CREDIT HOUR PROJECTIONS FOR THE NEW PROGRAM

Line Code	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01 Number of Program Majors (Fall Term Headcount)	15	20	24	29	35
02 Annual Full-Time Equivalent (FTE) Majors	13	17	20	22	30
03 Annual Number of Credit Hours Generated by Majors and Non-Majors in Existing Courses That Are Needed to Support the Proposed Curriculum	970	997	1123	1150	1326
04 Annual Number of Credit Hours Generated by Majors and Non-Majors in New Courses That Are Proposed Curriculum	0	0	0	0	0
05 Annual Number of Degrees Awarded	0	8	10	12	13

Formulae by which "Enrollment and Credit Hour Projections" were calculated:

1. No. of Program Majors: Begin with 15; increase by 1/3 in the 2nd year, 20% for successive years, leveling off after the 5th year.
2. Annual Full-Time Equivalent: 75% of program majors will be full-time generating 24 credit hours annually. Part-time students generate 9 credit hours annually. Graduation rate = 60% of preceeding year's FTE.
3. Enrollment in Required 300-level courses: Budget Year enrollment plus 50% of new students.
4. Enrollment in 300-level electives: Budget year enrollment plus 25% of new students.
5. Enrollment in 400-level electives: 50% of Budget Year Enrollment plus 50% of new students.
6. Enrollment in required fieldwork: 50% of FTE.
7. Enrollment in workshops: 20 students per semester.

18. SUPPORT OF STUDENTS IN OTHER PROGRAMS.

Many students who receive degrees in disciplines other than Political Science find that a knowledge of such Political Science topics as budgeting, personnel, and public policy are important, even essential, to the careers they have chosen. Examples of such disciplines include Criminal Justice Sciences, Economics, History, Sociology, Business Administration, Education, Communications, Geography, Social Work, Finance and Law, Health Sciences, and Recreations and Park Administration.

As noted elsewhere in this proposal, students will be encouraged to take supplementary courses outside of Political Science, and other programs will be encouraged to take advantage of the relevant courses offered by this program. A few examples:

1. Seminar in State and Local Politics (POS 421)--very relevant to anyone whose job brings him/her into contact with state or local government (e.g., principals, journalists, business managers, social workers, and probation officers);
2. Seminar in Urban Politics (POS 422)--valuable supplement to students of urban history, economics, transportation, and urban planning;
3. Intergovernmental Relations (POS 329)--relevant to education, business, economics, criminal justice, and numerous other disciplines;
4. Public Personnel Administration (POS 331)--highly relevant to management careers in the public sector;
5. Politics of Government Budgeting (POS 333)--highly relevant to anyone whose career depends on government budgeting (e.g., teachers, principals, business people, criminal justice personnel).

It is believed that people from a variety of disciplines would also benefit from the workshop component of the proposed program. A student of urban history, for example, could benefit from a workshop on economic planning and development conducted by the Normal city manager or mayor. Also, faculty and students from other departments would be invited to submit relevant applied research to a proposed newsletter.

It is estimated that about 15% of the program's students would come from departments other than Political Science.

19. CHARACTERISTICS OF STUDENTS.

While it is believed that many of the program's students will be traditional, full-time, non-commuters, it is likely that a very significant number will be full-time employees who can take only late afternoon, evening, or weekend classes. Moreover, a substantial number of students may be commuters since no similar program of such relevance to employees of both government and non-governmental public service agencies is offered by any other university in this part of Illinois. To the extent that the program succeeds in getting such employees to re-enter school, its students will tend to be somewhat older than usual. Because of the affirmative action programs that local governments have

implemented, the "outreach" nature of this program may also increase the number of minority students at ISU.

The program also should prove attractive to students and workshop participants from a wide variety of positions, ranging from personnel of community service agencies to elected officials, city department heads, and classified government employees.

STATEWIDE NEEDS AND PRIORITIES

20. PROGRAMS AT OTHER CAMPUSES.

A number of Illinois colleges and universities offer programs which are similar in some respects to the program proposed here, but there are important differences as well. For example, Governor's State University offers a master's degree to produce broadly skilled public managers--a program without any one substantive or technical emphasis. The Roosevelt University Master's in Public Administration offers concentrations in several substantive areas (e.g. justice administration, health administration, and personnel administration). The Northern Illinois University Master's in Public Affairs offers several fields of specialization and a wide variety of courses, with special concern for meeting the needs of Illinois city managers. The University of Illinois Master's in Public Administration program is rooted in a traditional political science approach to public administration. Finally, Sangamon State University's Master's in Political Studies emphasizes state-level politics and management.

The program proposed here is distinct from all of the above in significant respects. First, it will combine political science, public policy, and public administration approaches to governmental affairs and public service, with particular emphasis on community services. Second, it will focus on the understanding of public issues, governmental processes and the technical and analytic skills appropriate to the needs and challenges of working in both county and sub-county governmental and non-governmental public service organizations. The latter have become very active in delivering public and quasi-public services. Moreover, they often rely on governmental agencies as a primary source of funding or have extensive working relationship with governmental bureaucracies. In many respects the working environment of these agencies is similar to that of governmental organizations and the programs they offer are subject to the same methods of analysis.

Third, a carefully designed applied focus will be an integral component of this master's program. This will include not only an internship program, but also extensive use of workshops, practicums, and the like. (Workshops designed for elected government officials, as well as for private and public agency personnel, would be one example of innovation in this proposed program.) Fourth, research and law-related resources already present within the University and Department will be used to complement the substantive core courses in public administration and local government. For instance, Advanced Legal Research (POS 316), which requires students to research practical legal problems and develop legal writing skills, is an ideal complementary course. Equally useful and practical is Administrative Law (POS 318), with its emphasis on rules made by administrative agencies. Moreover, the ISU library has an outstanding collection of legal materials, including local ordinances, state and federal statutes, more than 50 major law journals (several of which emphasize the legal context of local government), and the opinions of all state and federal appellate courts in the United States.

A fifth aspect of this proposal is that special attention will be paid to public issues confronting all levels of county and sub-county government, including some (e.g., county government) which have not been systematically treated in any existing master's program in Illinois. Sixth, the program plans to involve visiting practitioners and scholars alike in conducting practicums and workshops. Examples of topics such workshops might address include: "reduction-in-force" management, realistic local development strategies, desk-top data processing for public managers, good faith collective bargaining under Illinois public labor law, "rapid" program evaluation, recent changes in affirmative action and comparable worth requirements, effective use of legal references, preparation of government grant applications, introducing civil service principles into county government, simulation techniques in employee training, matching management and budgeting techniques to agency objectives, agency policy, and procedure manual development. As these suggested topics indicate, workshops would be designed to serve real needs expressed by regional agencies as well as to provide curriculum enrichment for regular program students. Specific workshops would not be undertaken unless there was a demonstrated need for them.

A final feature of the proposed program is that it is designed to combine the methodological and analytical skills acquired through the required course, POS 497, with practical, applied field research experiences obtained through such courses as POS 329, 331, 332, and 431. In this connection, it should be noted that several of the faculty have had extended experience working with public agencies in the analysis of policy issues and in the development and evaluation of agency programs. Indeed, one faculty member was instrumental in developing a "rapid" program evaluation system which is now used by the United States Agency for International Development and is being adopted by some private voluntary organizations to evaluate their overseas development programs. Another faculty member is currently supervising a project to assist a neighboring town identify the economic and political factors affecting its development plans. To further illustrate, a third colleague is presently serving as an evaluator of a program sponsored by a major state agency. Hence, this department has a faculty whose expertise enables it to provide students with a thorough grounding in applied evaluation techniques.

These elements, combined in the manner proposed here, represent an important departure from those programs presently in existence in Illinois, especially with regard to a concern for a wide range of non-governmental organizations that have extensive interactions with governmental agencies and that supplement the services governments at the county level and below provide to their constituents.

21. STUDENT DEMAND.

In a 1984 survey of public sector employees in 8 central Illinois counties, the Political Science Department found that in over 50% of the agencies responding it was possible that some of their current employees would be interested in pursuing graduate course work in political science. This survey demonstrated that the highest levels of interest toward graduate work were evinced specifically in the subfields of public administration and of state and local government, with substantial interest also expressed in law-related courses and research methods. Over one hundred agencies responded to this survey, suggesting that at present, at least 100-150 individuals might be interested in a public administration program such as the one proposed here.

The current master's program in the Political Science Department, a traditionally structured program, has experienced modest growth over the past five years. In each of those years, approximately 11 students have been admitted and 9

have graduated. Last year, the Department experienced a marked increase in the number of students seeking admission to the program.

Since the master's program generally takes two years to complete, approximately 23 students are currently enrolled. Of this number, the Director of the Political Science Graduate program estimates that as many as 1/3 would select the new Master's degree in Public Administration instead of the current program. However, rather than recruiting solely from among current students, the department expects to attract a different clientele. In addition to recently graduated students who plan to pursue full-time study in public administration, this program is expected to attract a number of officials currently employed in local governments, for example. These students would not be likely to enroll in a "traditional" political science master's degree program since that program would not be focused enough for their career and occupational goals. Additionally, at an Advisory Council meeting for the undergraduate Public Service Concentration, held on May 17, 1985, several council members indicated that while they strongly supported the undergraduate program, the Central Illinois area also needed a graduate program to train students for public service careers.

There is also support on the part of governments for encouraging their employees to enroll in advanced public administration programs. The International City Management Association in 1984 conducted a national survey of personnel incentives used by cities with populations over 10,000 and found that the most prevalent incentive entailed encouraging these officials to take additional college and university courses. Moreover, the percentage of cities using this incentive increased significantly since 1978.

The International City Managers survey found that about 75% of the responding cities provide educational incentives for their employees (even when fire, police and educational personnel are excluded). Ninety-eight percent of those cities with educational incentives provide tuition reimbursement and almost half give employees time off with pay to attend college or university courses.

Although the 1984 International City Managers survey was national in scope, some of its data are categorized so they can be related to the Midwest. Cities in the East North Central region (Illinois, Indiana, Michigan, Ohio and Wisconsin) are a little more likely than their counterparts in other regions to offer educational incentives. Moreover, data are reported separately for each responding city. Within a 40 mile radius of Bloomington-Normal, five cities of over 10,000 population offer educational incentives: Bloomington, Normal, East Peoria, Morton and Peoria. Four of these cities give full tuition reimbursements, while one gives partial reimbursement. In the five cities all city employees are eligible for educational assistance. Both Bloomington and Normal allow their employees to attend school during regular working hours with no reduction in salary.

The experience of a similar institution (Central Michigan University in Mount Pleasant, Michigan) is suggestive of enrollment trends in a program similar to the one proposed here. The institution is similar in many ways to Illinois State University. Its total enrollment is approximately 16,000-17,000. It is located 140 miles from the state's major metropolitan area, and 65 miles from the state land-grant institution. The nearest cities (Midland, Saginaw, and Bay City), though somewhat smaller than Peoria and Decatur, are about the same distance from the university. Their master's level program--involving 4 full-time faculty members--is now seven years old, and is organized in much the same fashion as the one proposed here. The program began with a significant increase in enrollment over previous levels in the traditional master's degree in political science, and has now leveled off at 40-45 students per year. The similarities between Central Michigan and

Illinois State--in terms of overall size, general location in the state, population densities of the surrounding territory, statewide economic conditions, and institutional history--suggest that their enrollment patterns might reliably serve as general indicators of what may be expected of this program as it develops.

Within one hour's automobile time of Bloomington-Normal are 17 counties, 223 municipalities, and 315 townships (data taken from the Comptroller's Statewide Summary of Municipal and County Finances in Illinois; see Appendix I). The most conservative estimate, then, of the potential student pool in this territory would be approximately 300, based on the findings in the 1984 International City Managers survey cited above, and on the longer-term enrollment trends of institutions such as Central Michigan.

Finally, members of the department's Advisory Council suggested that a program of the type proposed here would have continuing appeal to numerous officials of local governments, and to those employed by other institutions such as hospitals. These figures, though, do not take into account those employed in private voluntary organizations from whom the program expects to draw a significant minority of students.

22. OCCUPATIONAL DEMAND.

The general outlook regarding occupational demand for graduates of this program is favorable, in light of information found primarily in the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook, 1986-87 edition. In dealing with professions ranging from city urban and regional planners to personnel/labor relations specialists to recreation workers, the Handbook makes repeated reference to employment in these and similar occupations growing as fast or faster than the average for all occupations in the 1980s, and to the advantages in seeking employment that will accrue to those holding advanced degrees.

For example, the Handbook discusses projected growth of employment opportunities for management personnel, citing the social services generally, and state government (except education and hospitals), more particularly, as examples of occupational areas in which faster-than-average growth is expected through the mid-1990s (p. 26). Also, several years earlier the Handbook (in an observation that still holds true) noted that the employment potential for city managers is on the rise "as more cities convert to the council-manager form of government, currently the fastest-growing form of city government."

The 1986-87 Handbook also suggests that those seeking employment as a personnel or labor relations specialist with a government agency might take courses in, among others, "public administration, psychology, sociology, political science, economics, and statistics" (p. 47). It also notes that "career opportunities in areas such as program administration and evaluation" (p. 100) are being brought to the attention of increasing numbers of social scientists.

Furthermore, it has become clear that current national government policies point strongly toward devolution of government functions from Washington to the states and, especially, the local level of government. While some may have expected that devolution would lead to retrenchment and thus to elimination of many government functions and services, the opposite appears to be occurring in state after state, including all of those in the Midwest. Thus a sustained demand for qualified local government employees is expected for some years to come, in this region. ____

Additional evidence of a growing need for skilled government employees at the local level is cited in the "Educational Supplement" of the PA Times of November 1, 1985. For example:

...today there are some 16 million public employees, or about one of every seven workers. Most are in local government (nearly 60 percent).... The fastest growth rates in public employment are among state and local governments, and opportunities are quite good. (p. 7).

Furthermore, "the most conclusive finding" of a survey of public administration professors plus all state and territorial personnel departments is reported to be that "holding a Master of Public Administration (MPA) degree greatly enhances one's chances of being hired by a government." (p. 7)

Not so incidentally in terms of this proposed program, the same "Education Supplement" contains the following observations of the Executive Director of the National Association of Schools of Public Affairs and Administration, "We are beginning to define public service more broadly than merely government service.... We're now seeing the 'not-for-profit' sector as one of the ways of achievement in public service." (p.1)

In more specific terms, this program is relevant to current and future occupational needs for graduates of the program in at least two respects. First, in the survey referred to in item #21, above, the strongest interest geographically was expressed in counties containing metropolitan communities (e.g., McLean, Peoria, and Macon counties) as opposed to largely rural counties. These communities increasingly face challenges (fiscal stress, changing tax bases, etc.) which demand skilled, professional personnel capable of formulating and managing appropriate government policy responses. Second, the emergence of county government offers an excellent opportunity for Illinois State University to place itself in the forefront of efforts to assist counties as their employees continue to develop greater professionalism and competence.

This program will prepare traditional graduate students to assume positions in governmental and not for profit agencies. Moreover, it will serve presently employed public servants (and others) who wish to upgrade their skills and knowledge, so as to be better able to carry out their current responsibilities, and to assume broader responsibilities as they progress in their professional careers. Relevant, in this connection, is a January 1986 survey of state, municipal, county and not-for-profit agencies in Illinois conducted by the Illinois Association of Graduate Programs in Public Administration. The study focused on two dimensions of supervisory and managerial personnel: their need for certain skills, and whether the agency was offering the additional training that they need. The study found that the agencies are not meeting many of their acknowledged training needs. Moreover, many of the skills recognized to be especially important are among those that receive considerable attention in courses included in this proposed program, e.g., budget formulation, knowledge of merit systems, ability to use management by objectives, and civil liability.

FACULTY AND STAFF

23. DESCRIPTION OF CURRENT FACULTY

Thomas Eimermann (Ph.D., University of Illinois, 1971); specialist in Constitutional Law, Administrative Law, Judicial Process and Paralegal practice; joined ISU faculty in 1970; numerous publications in law and journalism journals; author of Fundamentals of Paralegalism (1980), University Pre-Law Advisor and Legal Studies coordinator.

Ann Elder (Ph.D., University of Minnesota, 1979); specialist in state and local government, comparative local government, and local government finance. Dr. Elder has been a research associate at the Institute of Government and Public Affairs at the University of Illinois where she worked for the Municipal Problems Commission and published in the area of public finance. She is the co-author of Governing American States and Communities: Constraints and Opportunities. She has other publications and papers dealing with collective bargaining, comparative patterns of local government spending, and government capacity for decision making. She has participated in local government, serving as president of the Sullivan School Board and as a member of their negotiating team. She was also the chairman of the Moultrie County Mental Health Center Board for five years. Currently, she is serving as the faculty leader for political science students doing a fiscal analysis of Clinton, Illinois.

George J. Gordon (Ph.D., Syracuse University [Maxwell School], 1971); specialist in public administration, American federalism, and intergovernmental management; joined ISU faculty in 1970; author of Public Administration in America, a leading undergraduate and graduate text (St. Martin's Press), and of numerous journal articles and many conference papers in the field; contracted to Prentice-Hall for a federalism text; co-director of a series of state-sponsored training seminars for regional and local government officials (subject: OMB Circular A-95); an authority on A-95 and its successor, Executive Order 12372.

Robert Hunt (Ph.D., Princeton University, 1974); specialist in developmental politics and policy and private voluntary organizations; joined ISU faculty in 1969, has written and published widely on the subjects of small business development in urban and rural areas and methodologies for evaluating development project impacts; has worked as a consultant for several international development agencies including the World Bank, the US Agency for International Development, Partnership for Productivity International, OEF International, and Foster Parents Plan International.

George Kiser (Ph.D., University of Massachusetts, 1974); specialist in Urban Politics, State and Local Government, American Judicial Process, and Constitutional Law; joined ISU faculty in 1974; Acting Pre-Law Advisor; Acting Director of Legal Studies; referee of book and journal manuscripts; author of several articles and book reviews; co-editor of Mexican Workers in the United States, published by University of New Mexico Press; co-author of Governing American States and Communities (Scott-Foresman, 1983).

Gary Klass (Ph.D., SUNY/Binghamton, 1980); specialist in public policy analysis and evaluation and research methods; joined ISU faculty in 1980; author of numerous articles, book reviews, conference papers and evaluation research reports; publications in International Interaction, Policy Studies Journal, Evaluation Review and the British Journal of Political Science address topics such as state and local education and welfare policies, evaluation research design, and welfare state formation and change; served as research consultant for several community and public agency project evaluations; currently serving as the Principal Evaluator for the Illinois Department of Children and Family Services Volunteer Supportive Services Project.

Nancy Lind (Ph.D., University of Minnesota, 1985); specialist in public administration with emphasis on bureaucracy, organizational theory and behavior, evaluation and public law; conducted research on "voluntary" associations such as the AIAW and NCAA with emphasis on the implementation and consequences of Title IX.

Alan Monroe (Ph.D., Indiana University, 1971); specialist in public policy, voting behavior, public opinion, and methodology; joined ISU faculty in 1970; author of Public Opinion in America (Dodd, Mead & Co., 1975), many journal articles and chapters in edited books, and numerous conference papers; recipient of NDEA and Fulbright fellowships; and consultant to a variety of public and private organizations.

Richard J. Payne (Ph.D., Howard University, 1975); specialist in Comparative Politics, International Law, and Public Administration; joined ISU faculty in 1975; his numerous publications are primarily in the fields of energy and environmental policy, international law international relations, US foreign policy, and economic development; Ford Foundation Fellow; is currently working on a book about US foreign policy.

Frederick J. Roberts (Ph.D., Princeton University, 1967); specialist in American politics and public personnel administration; joined the ISU faculty in 1968 after completing his dissertation on the politics of public employee management; author of articles and conference presentations on innovative teaching, teaching applied political science, public choice theory and applications, public collective bargaining, legislative apportionment, and international public administration; election campaign consultant and media commentator; social science curriculum reform consultation on Department of Education project; research associate and later contributor to published report on Brookings Institute study of New York City government personnel problems.

Thomas D. Wilson (Ph.D., University of Illinois, 1975); specialist in state and local government and urban politics; joined ISU faculty in 1961; has numerous publications including several for public officials such as handbook on Illinois County Government published in 1976 and 1979 by the Urban Counties Council of Illinois, and a monograph, Illinois Local Government Under the 1970 Constitution; has written several articles on measuring the quality of life in a community; wrote and directed a Higher Education Act federal grant program in 1971-72 to provide information and resource assistance to government and community agencies in the Central Illinois Area; served since 1975 as a Contributing Editor, County Government Editor, and Co-Editor for Local Government of the National Civic Review; served since 1981 as the Coordinator of Internships for the Political Science Department.

Table IV-4
STAFF REQUIREMENTS FOR THE NEW PROGRAM

Line Code	Staff Requirements	FY 88 Budget Year	FY 89 2nd Year	FY 90 3rd Year	FY 91 4th Year	FY 92 5th Year
01	Faculty/Admin.- Total (02-04)	6.95	6.95	6.95	6.95	6.95
02	Admin./Other Professional	.15	.15	.15	.15	.15
03	Faculty	4.9	4.9	4.9	4.9	4.9
04	Graduate Assis- tants	1.9	1.9	1.9	1.9	1.9
05	Civil Service Staff and Student Employees	0	0	0	0	0
06	Total Staff (01-05)	6.95	6.95	6.95	6.95	6.95

24. QUALIFICATIONS OF NEW FACULTY

1 FTE Professor-level Position (Non-tenure) \$ 45,000

Practitioners with appropriate academic credentials hired on a short-term basis to teach applied public administration courses and occasional institutes and workshops*, to make agency contacts and public appearances on behalf of the program, e.g., internships, student recruitment, graduate placement, grants, faculty research and consulting. In the first year or two of the program, one person might be hired for one or more semesters; after that practitioners would be hired for specific, part-time assignments. The position would not be tenure track.

Hiring qualifications and requirements would vary, but for full-time employment, an earned, advanced degree in an appropriate speciality, a record of paid, responsible public service employment, and substantial publications would be required.

*See p. 17 for examples of possible workshops. As pp. 9-10 and 16-17 indicate, such workshops would only be offered where a demonstrated clientele exists, and would be intensive, short, and specialized. Details of format, scheduling, and subject matter would be developed at the time. Once the new program is well established, one or two workshops per semester are anticipated.

1 Assistant Professor (Tenure-track) \$ 23,000 or current rate

Entry level position for a recent Ph.D. graduate with an appropriate public administration specialty and demonstrated teaching skills to teach public administration and policy courses and thus allow more frequent offering of specialized public administration courses by existing faculty.

For example, it would be possible to offer POS 421 (Seminar in State and Local Politics), POS 422 (Seminar in Urban Politics), and POS 431 (Seminar in Public Administration) in the same academic year, with a variety of topical emphases, which is not possible at the present time. Also, POS 329 (Intergovernmental Relations), POS 330 (Problems of Public Administration), and POS 332 (Public Policy Analysis) could each be offered annually, something which is not now possible because of demands on the time of qualified faculty members.

25. EQUIPMENT AND INSTRUCTIONAL MATERIALS

The department currently enjoys an extensive array of data processing support services provided through the University Computing Center and the Social Science laboratory located in Schroeder Hall. The Social Science Laboratory provides a supplement to the main university facilities and contains several Apple IIE computers, two IBM XT computers with eight terminals, and several terminals providing direct access to the mainframe computer.

Nevertheless, this Master's program will require substantial increments in the department's data processing facilities and services. To meet these needs, the department seeks funding over the next few years to purchase eight additional IBM-PC compatible computers along with ancillary printing equipment and software (at a cost of \$2,000 per unit). The software packages will include budgeting and planning simulations for use in the Public Personnel, Budgeting and Policy Analysis courses. Discussion with local government planning and personnel officials has produced unanimous recommendations that IBM-PC compatible equipment be purchased and several software packages have been recommended.

In addition, the Department will contract for access to the WESTLAW Information Retrieval Service. WESTLAW provides on-line access to a comprehensive set of Federal and State legal research data bases. Access to the WESTLAW system will provide faculty and students with an important research and instructional resource. The system requires the purchase of an additional IBM-PC and a high speed printer with a remote modem (\$2,000) and an annual contract with the WESTLAW service (\$8,000 per year).

Moreover, the increase in students and staff as a result of the new program will result in substantially more use of the mainframe computer. Increased enrollments in the Research Methods course and anticipated increases in faculty and student research, in particular, will require an addition of approximately \$10,000 in the department's mainframe computer budget.

26. LIBRARY RESOURCES

Present library holdings are adequate for support of the proposed program. As a depository for government documents, we have access to these materials. Applied research reports and articles from journals that we do not receive can be obtained through Inter-Library Loan.

Since the program will not be offered off-campus, access to library materials will not be a problem.

27. INTERNSHIP SITES

Internship sites have been developed over the past fifteen years for students in the Political Science Department, although most placements have involved undergraduate students. Many of the agency supervisors of interns have expressed a desire for additional interns with graduate courses in public service. Graduate interns are expected to perform management duties and/or program evaluations and budget analysis, and thus are even more valuable to agencies than undergraduates. (See Appendix IV)

Current internship sites include the County Administrators' offices in Peoria County and McLean County, the Bloomington and Normal city manager's offices, and various departments in local governments in the region including counties, municipalities, townships and special districts. Interns have also worked with the McLean County Community Action Agency, The Better Government Association, Bread for the World and other private voluntary organizations, and with businesses such as State Farm Insurance. Students have served internships with members of Congress and federal agencies as well as with Illinois State legislators and agencies.

Internship and cooperative education placements have ranged geographically from the Illinois State University Personnel Office to the Office for Urban Development of the Ministry of Interior in Bangkok, Thailand.

It is expected that these and additional sites will be available to Master's degree students in the Public Administration Program.

28. SUPPORT SERVICES FOR OFF-CAMPUS PROGRAMS.

Initially, the entire program will be on-campus, except for some internships. It is anticipated that most internships will be in the Central Illinois region, so the full facilities of the University will be readily available to students, and the faculty internship supervisor will be able to make on-site visits with the students and his/her agency supervisor.

It is possible that at some future time arrangements would be made for use of off-campus sites, such as in the cities of Peoria and Decatur, convenient to identifiable groups of students. However, the department would need assurances that all travel and site costs would be covered and that a substantial number of students, who would not otherwise take its courses, would enroll.

ACCREDITATION AND LICENSURE

29. ACCREDITATION AGENCIES.

National Association of Schools of Public Affairs and Administration
(NASPAA)

30. ACCREDITATION FOR PROGRAM WITHIN NEXT 5 YEARS.

NASPAA requires that a program be in operation for five years before application for accreditation can be made. At the end of this program's fifth year, a determination will be made regarding whether or not to seek NASPAA accreditation.

31. HISTORICAL ACCREDITATION REVIEWS.

N/A

FINANCING32. PROGRAM EXPENDITURE AND REVENUE PROJECTIONS

Table IV-5

TOTAL RESOURCE REQUIREMENTS FOR THE NEW PROGRAM REQUEST (000's)

<u>Line</u> <u>Code</u>		FY 89	FY 90	FY 91	FY 92	FY 93
01	Total Resource Requirements	1042.24	1042.24	1042.24	1042.24	1042.24
02	Total Resources Available from Federal Sources	0.00	0.00	0.00	0.00	0.00
03	Total Resources Available from other non-state Sources	0.00	0.00	0.00	0.00	0.00
04	Existing State Resources	828.36	1042.24	1042.24	1042.24	1042.24
05	State Resources Available through Internal Allocation	69.88	0.00	0.00	0.00	0.00
06	New State Resources Required (01 minus the sum of 02-05)	144.00	0.00	0.00	0.00	0.00

Breakdown of the figure shown on Line 06 for the budget year:

07	Staff	102.00
	Adm/Other Prof	0.00
	Faculty	68.25
	Grad Assist	33.75
	Civil Service	0.00
	Student Employees	0.00
08	Equipment and Instructional Materials	4.00
09	Library	0.00
10	Contractual Serv	20.00
11	Other Support Serv	18.00
	Commodities	4.50
	Printing	3.00
	Telecommunications	0.00
	Travel	10.50

- a. Beyond the initial increment in Total Resource Requirements requested for FY 87, no other increments in the resources are anticipated other than those that will reflect growth in the University's general revenue funds, e.g., salary raises.
- b. In addition to the assumption that two faculty positions (one tenure and one non-tenure track) will be allocated to the department to perform the functions set forth in item 24, as well as 10 graduate assistantships, it is further assumed that there will be one-year start-up costs entailed in introducing this program plus new, on-going costs involved in meeting the educational needs of students enrolled in the program. Hence, the amount of \$18,000 in item 11 (Other Support Services) reflects the following costs: Preparation, printing, and distribution of materials introducing the program to potential clientele = \$2,500. The remaining "Other Support Services" funds represent further, new on-going costs consisting of : 1. Office supplies and services, plus the preparation, printing and distribution of a newsletter (approximately 700 copies per month) = \$5000 and 2. travel expenses = \$10,500. With regard to travel expenses, it is assumed that the development, coordination, and supervision of policy analysis projects in local communities combined with the expansion and supervision of internship assignments will require extensive and frequent travel on a 12 month basis on the part of 3 to 4 faculty members. It is further assumed that workshop instructors will incur living and travel expenses.

Item 8 (\$4,000) consists of the costs involved in the purchase of 2 IBM compatible desk-top computers with soft-ware and peripherals to be used for instructional purposes.

The amount of \$20,000 listed in item 10 (Contractual Services) primarily reflects an anticipated increase in the use of the University's computer services for classroom instruction, field research projects, the establishment of a computer-based employment and placement service, and a contract for access to the Westlaw legal research data base (\$8,000 per year).

33. OFF CAMPUS PROGRAMS.

Does not apply

APPENDIX I

MEMBERS OF PUBLIC SERVICE ADVISORY COUNCIL

Leslie T. Allen
City Manager - City of Decatur

David S. Anderson
City Manager - Normal

Kenn Bach
Associate Personnel Director & Director Employee Assistance Program
Illinois State University

Jeffrey J. Broughton
Assistant City Manager - City of Decatur

Nina Brown
Personnel Director
Peoria County

Herman Dirks
City Manager - City of Bloomington

Janet Dunn
Assistant Director
Bloomington-Normal Area Economic Development Council

Ken Emmons
Executive Director
McLean County Regional Planning Commission

Jim Gaskin
Deputy Auditor
McLean County Courthouse

Steven Henrickson
Legislative Analyst-Senate Democratic Staff

Ray H. Hodges
Assistant City Manager

Gail Holmberg
Senior Consultant
Deloitte Haskins & Sells

Henry W. Holling
Manager of Community and Corporate Support
Caterpillar Tractor Company

Jon Johnston
Personnel Director
Town of Normal

James F. Kaiser
Assistant to Finance Director
City of Bloomington

Robert Karls
City Administrator - Pontiac

Michael G. Matejka
Editor, Bloomington & Normal Trades & Labor Assembly AFL-CIO

Ben Peterson
McLean County Administration

Scott S. Randall
Assistant City Manager, Town of Normal

Carol A. Reitan
Executive Director Community Action

John Ringer
Director of Education and Training
State Farm Insurance

Sally J. Roderick
Assistant County Administrator - McLean County

Gordon L. Ropp - State Representative
Illinois House of Representatives

Robert J. Skurla
Associate Director
Decatur-Macon County Economic Development Foundation
and past Village Administrator of Mt. Zion, Illinois

R. Joan Steward
Manager Public Relations & Member Services
Metro. Decatur Chamber of Commerce

Jarl Tremail
Community Management Specialist
Illinois Department of Commerce and Community Affairs

Tim Walker
Director, Bloomington Human Relations Commission

Bill Weber, Executive Director
Bloomington-Normal Area Economic Development Council

Joe Woodward
Administrative Assistant
Secretary of State

APPENDIX II

ILLUSTRATIVE EXAMPLES OF ELECTIVE COURSES

Students in the Master's program in Public Administration would be required to take a core set of courses from the political science department but would be allowed to tailor the elective component of their program to meet their own personal and professional needs. The program envisions students selecting some of the following courses; however, the list provided is suggestive and should not be viewed as exclusive.

Some sample courses might include:

ACC 405:	Survey of Business Data Processing	(3)
ACC 439:	Administrative Accounting	(4)
AGR 319:	Agricultural Policies and Processes	(3)
BED 351:	Concepts in Office Information Processing	(3)
COM 361:	Regulation of the Communication Industry	(3)
COM 371:	Political Communication	(3)
COM 423:	The Process of Communication	(3)
CJS 304:	Criminal Law	(3)
CJS 305:	Rules of Evidence for the Administration of Justice	(3)
CJS 421:	Management Issues in the Criminal Justice System	(3)
ECO 335:	Economics of Transportation and Public Utilities	(3)
ECO 350:	Public Finance	(3)
ECO 351:	State and Local Finance	(3)
ECO 357:	Urban and Regional Economics	(3)
ECO 401:	Survey of Economic Principles	(3)
EAF 478:	Legal Bases of Public Education	(3)
EAF 479:	Financial Bases of Public Education	(3)
EAF 483:	Management of Educational Funds	(3)
EAF 522:	Analyzing Education Policy	(3)
FAL 311:	Government Regulation of Business	(3)
GEO 330:	Transportation and Communication	(3)
GEO 345:	Problems In Conservation and Outdoor Recreation	(3)
GEO 370:	Urban and Regional Planning	(3)
IT 304:	Job Analysis	(3)
IT 381:	Occupational Safety and Health Administration Act	(3)
POS 312:	Public Opinion	(3)
POS 313:	Collective Decision-Making	(3)
POS 316:	Advanced Legal Research	(3)

POS 318:	Administrative Law	(3)
POS 323:	State Political Systems	(3)
POS 330:	Problems in Public Administration	(3)
POS 389.33	Organizational Theory and Behavior	(3)
POS 411:	Seminar in American Politics	(3)
POS 422:	Seminar in Urban Politics	(3)
PSY 375:	Personnel Psychology	(3)
PSY 376:	Organizational Psychology	(3)
SOC 431:	Advanced Social Psychology	(3)
SOC 467:	Sociology of Law	(3)

APPENDIX III

GENERAL GOVERNMENT ENTITIES IN THE PROGRAM SERVICE AREA

<u>County</u>	<u>Municipalities</u>	<u>Townships</u>	<u>Total</u>
Bureau	23	25	48
Champaign	23	30	53
Dewitt	7	13	20
Ford	9	12	21
Grundy	12	17	29
LaSalle	22	37	59
Livingston	13	29	42
Logan	10	16	26
Macon	11	16	27
Marshall	7	11	18
Mason	8	12	20
McLean	21	31	52
Peoria	13	20	33
Piatt	8	7	15
Putnam	6	4	19
Tazewell	15	19	34
Woodford	15	16	31
TOTALS	223	315	538

APPENDIX IV

LETTERS ABOUT FOS 498: PROFESSIONAL PRACTICE

(See Attached)

Illinois State University

Office of Personnel Services

October 28, 1985

Dr. Tom Wilson
Department of Political Science
Illinois State University

Dear Tom:

Please be advised the Personnel Office at Illinois State University would be happy to continue to consider graduate student interns from the Political Science department for our program. As you are aware, we have had excellent candidates in the program in the past and, based on our office needs and student interest, would be interested in a continued relationship.

Also, as a member of the Statewide Mental Health Association Planning Committee, I am aware of plans to offer internships to graduate students in the Springfield central office. If I can be of help in this area, let me know.

Sincerely,



Kenneth M. Bach
Associate Personnel Director

KMB:krb



McLEAN COUNTY

BLOOMINGTON, ILLINOIS 61701

August 24, 1984

Hilbert R. Roberts
Professor and Chairperson
Department of Political Science
Illinois State University
Normal, IL 61761

Dear Dr. Roberts:

For seven years, I have gladly participated in the Public Service Internship Program sponsored by the Department of Political Science. During my tenure as a supervisor for students interested in county government, I have been pleased to "teach" the interns the day-to-day application of political science and public administration. The responses from the students have been fairly good and they have even taught me a lesson or two on occasion; however, there are two observations which should be noted in order to continue the success of this fine program.

First, and foremost, the students selected as interns should be graduate students. While I have had undergraduates as interns, I have found that the graduate students are more mature, more knowledgeable about local government, and are more serious about their duties and responsibilities to my office. A prime example of two graduate students as interns are Jim Gaskin and Steve Phillips. Both Jim and Steve worked as my assistants this summer and participated actively in the activities of McLean County Government from policy formulation through administration.

Jim started during pre-session and will continue his involvement in county government this fall in the County Auditor's Office. As an intern, Jim researched and developed a proposal under my direction, for reorganizing the state-wide county organization, Urban Counties Council of Illinois (UCCI). He presented one proposal at the June 18 meeting of the UCCI and was my first intern to address this organization. In addition, Jim drew up, at my request and with the concurrence of the County Auditor, a Fixed Assets Resolution for the County and has appeared and testified before County Board committees.

Steve has also been active. Since he started in June, Steve has kept track of key bills in the legislature, acted as the Supervisor of Assessments' representative before a committee meeting, and assisted the codification consultant with the preparation of county resolutions and ordinances. In addition, Steve's principal duty and responsibility has been that of spearheading a sound system project for the County Board Room. In this capacity, he contacted appropriate vendors, spoke to two committees and has made demonstration appointments for two upcoming McLean County Board Meetings. Steve hopes to continue working here through the fall semester.

Hilbert R. Roberts, Professor
August 24, 1984
Page Two

Together, Jim and Steve have dealt with the preparation of the 1985 County Budget, including attending meetings with the County's budget consultants, and a proposed change in the Rules of the County Board. Both interns have also traveled outside of McLean County to continue their education.

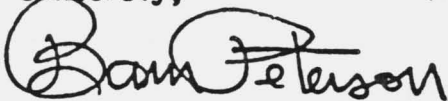
I used Steve and Jim as my example for selecting graduate students as interns because of their seriousness for the position and their "take-charge" attitude for projects assigned to them. In fact, this approach by most graduate students is what is necessary for my second observation.

As you can probably tell, Dr. Roberts, the internship at the County Administrator's Office entails a good deal of time and effort on the part of the student; however, this is good since the individual participates in many facets of the office and can see how many projects are started and completed. Because the interns do more than just file papers and answer the phone, I encourage the expansion of the internship from three months to six months. This would allow the student to observe his/her projects to their completion which would give him/her a better and more well-rounded education of county government and its policy-making process.

In conclusion Dr. Roberts, I applaud the excellent quality of graduate students sent to my office, this summer, and I hope that future interns will be able to measure up to the outstanding performance records of Jim Gaskin and Steve Phillips.

I urge the adoption of my two suggestions and commend the Department of Political Science for its fine Public Service Internship Program.

Sincerely,



Bambridge E. Peterson
County Administrator

BEP/jg

cc: Thomas Wilson, Associate Professor, Department of Political Science
Alan Monroe, Professor & Graduate Student Advisor, Department of
Political Science

CITY OF BLOOMINGTON

109 EAST OLIVE
P.O. BOX 3157
BLOOMINGTON, IL 61701
309/828-7361
FOR HEARING IMPAIRED
TTY 309/829-5115



October 25, 1985

Dr. Thomas Wilson
Political Science Department
Illinois State University
Normal, IL 61761

Dear Dr. Wilson:

It is my understanding that the Political Science Department is considering expanding its Masters Program so as to allow graduate students to undertake internship opportunities.

As Director of Human Relations and Personnel for the City of Bloomington, I have thoroughly enjoyed and found it most beneficial, to have undergraduate students working as interns in the respective departments of the City of Bloomington. These undergraduate students have provided invaluable assistance to the City in performing major projects and assignments. This relationship has been ongoing for at least ten (10) years and I know from first hand experience that it has been extremely beneficial to both the student and the City. Consequently, I am excited and pleased with the prospect of also having the opportunity to utilize graduate students as interns with the City.

It is expected that graduate students will bring a higher level of professionalism and efficiency to the internship and this would enhance an already positive and beneficial relationship. Therefore, I strongly encourage and support the concept of having graduate students in a Master's Program performing as interns in the various agencies and organizations in our community.

Should you have any questions on this matter or if I may lend any additional support, please feel free to contact me.

Sincerely,


Tim Walker, Director
Human Relations and Personnel

TW:ml



TOWN OF

NORMAL

100 EAST PHOENIX AVENUE
NORMAL, ILLINOIS 61761

P.O. BOX 589
TELEPHONE (309) 454-2444

November 27, 1985

Dr. Tom Wilson
Political Science Department
340-B Schroeder Hall
Illinois State University
Normal, Illinois 61761

Dear Dr. Wilson:

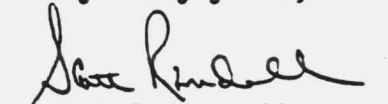
This letter is in response to your recent inquiry concerning the use of graduate students for public service internships.

It has been my experience that, generally, graduate level interns have a greater capacity to immediately contribute to an organization's work program when compared to undergraduate interns. While not detracting from the importance of undergraduate internship programs, graduate students tend to bring a greater awareness and understanding of subject matter, dedication to the internship and commitment to public sector employment than do undergraduate students.

Likewise, I could support the prospect of offering a stipend to a graduate level student intern based on the above cited factors. I believe that my counterparts in the public sector would concur.

I hope that this information is sufficient for your purposes. If you should require any additional information, please don't hesitate to contact me.

Very truly yours,


Scott S. Randall
Assistant City Manager

dh

Appendix V

PARTIAL LISTING OF ISU POLITICAL SCIENCE GRADUATES IN SPRINGFIELD/STATE GOVERNMENT

<u>Name</u>	<u>Agency</u>
Randy Blankenhorn	Department of Transportation
Steve Henriksen	Senate Democratic Staff
Linda Kingman	Senate Democratic Staff
Mary Morrissey	House Democratic Staff
Phil Lachman	Secretary of State
Gary Tinervin	Governor (Director of Boards and Commissions)
April Elliott	House Republican Staff
Joe Woodward	Secretary of State
Steve Cameron	State Scholarship Commission
Barry Colvin	Children and Family Services
Marc Loro	Secretary of State
Ted Dixon	Children and Family Services
Monte Law	Capital Development Board
Mike Tristano	Director, Central Management Services
Terry Scrogum	Secretary of State
Joan Bortolon	Rehabilitative Services
Dave Hanberry	Public Aid
Debra Merriman Iams	Department of Transportation
Frank Cavallaro	Central Management Services

Year-Long Internships

Steve Phillips	Governor
Bill Gill	Governor
Bill Feld	Secretary of State
Denise Banks	Secretary of State
Jean Bannon	House Democratic Staff
Jim Gaskin	Lt. Governor

Mr. Phillips and Mr. Gill were selected for the prestigious James H. Dunn program to serve internships in the Governor's office. About 250 applications are received each year from universities around the nation for this program, and only eight interns are appointed. Illinois State University was the only university to have two interns selected for 1985-86.

APPENDIX VI

Because the department anticipates that many of those applying for its MPA program will bring with them both practical experience and clear, career-related objectives, it has not required specific coursework in Political Science as prerequisites for admission to the program. For all students, the MPA core courses are designed to provide a common body of information essential to their successfully completing the program.

A sampling of MPA programs from around the country indicates that most require for admission only a minimum grade point average and (in some cases) the Graduate Record Examination. No MPA program has specific Political Science course requirements, and the few that refer to the desirability of coursework in certain academic disciplines (e.g., Economics, Political Science, Psychology, etc.) accept widely varying combinations of such courses, specifying no individual courses in any instance. Thus the department's admission requirements are consistent with those found in most MPA programs elsewhere in the country.

Illinois State University

Assistant Provost for
Undergraduate Instruction

September 3, 1986

TO: Dr. Dixie Mills, Chair
Academic Affairs Committee

FROM: Jeff Chinn

RE: Deletion of BFA Degree in Theatre

At its meeting of May 1, 1986, the University Curriculum Committee approved the deletion of the BFA degree in Theatre. This degree program was deleted at the recommendation of the Department of Theatre and the staff of the Board of Regents.

The deletion of degrees requires official approval by the Senate and the Board of Regents. I would appreciate your putting this on the Academic Affairs Committee agenda so that the process may proceed.

ms

xc: Dr. Alvin Goldfarb
Dean Charles Bolen

For All Proposals for Program Change

APR 07 1986

UNDERGRADUATE ONLYTheatreDepartment3/28/86 UNDERGRADUATE INSTRUCTIONDate

- A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy for a new or altered program. (See catalog for format and examples.) Provide a summary of the changes.

Delete BFA in Theatre

- B. Proposed Action (More than one item may be checked)

☐ New--see instructions for submission of new program. (see V, pp. 7-8)
☐ Change in requirements for major
☐ Change in requirements for minor (See V, 1, d, p. 7)
☐ Change in requirements for sequence
☒ Other program revisions

- C. Routing and Action Summary

Dept. Chair [Signature] Date 3/28/86

College Curr. Comm. Chair [Signature] Date 3/28/86

College Dean [Signature] Date 3/28/86

Teacher Education Council
(if required, see III, P. 3) [Signature] Date 4/1/86

University Curriculum Committee [Signature] Date 5/1/86

☒ Approved as submitted ☐ Not approved
☐ Approved with modifications
☐ Follow-up review required by _____ (Date of review)

- D. Copies

Please submit 20 copies to the University Curriculum Committee

PROGRAM DELETION REQUEST

1. Institution: Illinois State University
2. Responsible Department or Administrative Unit: Theatre Department
3. Program Title: Bachelor of Fine Arts, Theatre Program
4. CIPS Classification: 50.0501B
5. Anticipated Date of Implementation: Summer 1986
6. Rationale:

For the past five years, the acting faculty in ISU's Theatre Department has tried to implement the BFA sequence which was approved in 1978. However, the faculty encountered specific philosophical and curricular problems which hindered the degree's implementation. Some of Illinois State's most talented acting students are community college transfers who are unable to complete the intensive BFA sequence in two additional years. Also, incoming freshmen have difficulty completing University Studies requirements in time for their sophomore year audition for entry to the BFA program. Further, many students developed and exhibited their performance talents later than their sophomore year; because of the intensive course requirements, they could not be admitted to the BFA program at that late time. In addition, as Illinois State's acting faculty developed and stabilized, they stressed strong liberal arts training coupled with performance study and practice as the best approach to actor preparation.

This philosophy is echoed by Professor Theodore Hardtke, former chair of the nationally renowned Catholic University Theatre Department, and by Tony-award winning alumnus Judith Ivey, in her evaluation of her actor training at Illinois State. The department believes this fusion of liberal arts and performance training has resulted in the success of many of its alumni.

The department is also concerned about using its resources in the high demand area of acting on a low enrollment program. The BFA lacks funding for the additional faculty line as requested in the 1978 proposal. Given the need for credit-hour generation to offset high instructional costs in performance, the department could not reallocate resources internally.

Since the acting faculty did not support a degree sequence which required community college transfers to spend more than two years at ISU and which prevented acting students from taking additional liberal arts courses to broaden their humanistic resources, it chose to revise the existing BA/BS in Acting/Directing rather than to develop the BFA. The acting faculty believes that basic performance skills (e.g. scene study, stage movement,

stage speech/voice) can be gained through the 55-hour BA/BS sequence in Acting.

Even though the BA/BS Acting degree sequence covers many of the competencies in BFA programs nationwide, it cannot be accredited as a BFA by the National Association of Schools of Theatre. NAST requires a BFA to include 65% of the undergraduate coursework in Theatre. This stipulation would require 78 hours in Theatre of the 120 baccalaureate hours, which is not possible with Illinois State's 48-hour University Studies requirement. Since the department values accreditation, this requirement reinforced the decision to keep the Acting sequence in the BA/BS program, rather than in the BFA. The department also believed that a low enrollment acting BFA, which honored only ten to twenty of over one hundred acting majors, would be detrimental to morale and recruitment.

Initially, the Theatre Department believed it would be inappropriate to delete the entire BFA because the design areas had begun to admit graduate students. However, after careful review, the design area agreed that pre-professional training could be accomplished in the 55-hour BA/BS Theatre Production sequence by careful student advisement and careful selection of skills courses.

The Design faculty are also in philosophical agreement with the acting faculty. The design faculty believe that the best means of training potential artists is fusing liberal arts education, suggested University-wide electives, and theatre specialization. This approach to design-education, which has a strong liberal arts component and the availability of elective hours, was supported by Marc Weiss, a Broadway and regional designer, who visited Illinois State as a visiting artist and consultant. A design curriculum can be accomplished within the BA/BS. Professional designers would, in any case, need to continue on to graduate school. ISU's best BA/BS students have been accepted into strong MFA design programs. The design faculty will continue to be able to recruit talented community college transfers into the BA/BS sequence and not have to exclude them as was the case with the BFA. The only change recommended by the design faculty is that the sequence be retitled "Design/Production" to reflect more accurately the available sequence.

The Theatre Department believes that its decisions are in keeping not only with the curricular and enrollment realities of Illinois State, but with national trends in theatre education. The general BA/BS sequence in Theatre Studies is a sequence offered by most baccalaureate institutions. In the data summary provided by the Higher Education Arts Data Services (HEADS), out of 96 colleges and universities which reported on curricular matters, 74 offered a general major in Theatre. Furthermore, NAST recommends that in BA/BS sequences, 33% to 49% of undergraduate coursework be in Theatre. The Theatre Studies BA/BS, as conceived by ISU's Theatre Department, would require a 36-hour core and recommend additional electives. As is appropriate for a generalist degree, it will, therefore, meet the minimum theatre hour requirements supported by NAST.

The data survey provided by HEADS also indicate that almost an equal number of institutions offer a BA/BS in Acting (29 out of 96) as offer a BFA (30 out of 96). Obviously, the debate in acting training has not been

resolved and decisions must be predicated on the philosophy of the individual department and the curricular structures as well as recruitment patterns (e.g. University Studies requirements, numbers of transfer students) of the institutions. Furthermore, NAST believes performance training is an acceptable focus within BA/BS programs. ISU's 55-hour Theatre requirement comes close to the maximum number of hours NAST expects for a BA/BS. Finally, the data survey provided by HEADS indicates that almost an equal number of institutions offer a BA/BS in Design/Technology (29 out of 96) as offer a BFA in Scene and Costume Design (25 out of 96).

The Theatre Department recommends that the following be undertaken in 1985-86:

- 1) The BFA program be disestablished.
 - 2) Departmental support be given to the BA/BS sequences.
 - 3) The BA/BS in Theatre Production be retitled "BA/BS in Design/Production".
 - 4) The department develop a 36-hour major in Theatre Studies.
7. Arrangements to be Made for Program Faculty and Students: Students within the program will be allowed to finish, and new students will be accommodated within the BA/BS program. The same faculty are involved with the BFA and the BA/BS programs.
8. Anticipated Impact on Other Campus Programs: None.
9. Anticipated Budgetary Effect: None.

OCT 7 1986

Illinois State University

Assistant Provost for
Undergraduate Instruction

October 6, 1986

TO: Dr. Dixie Mills, Chairperson
Academic Affairs Committee

FROM: Jeff Chinn

The University Curriculum Committee approved a proposal from the Department of HPR on October 3, 1986, that adds sequences to the major in Physical Education in Coaching, Fitness Leadership, and Athletic Training. The addition of sequences requires approval by the Academic Senate and Board of Regents. The major in Physical Education and the sequence in Teacher Education are currently approved programs and do not require Senate or Board action. They are included in this proposal only to show how the whole curriculum fits together.

Because this item and the deletion of the BFA degree require Board action, I am requesting consideration by the Academic Affairs Committee as soon as possible. If Academic Affairs acts on these matters on October 15, as we have tentatively discussed, might it be possible to schedule the matter for information at the Senate on October 22 and for action on November 5?

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xc: Dr. Joel Thirer
Dean Chapman
Dr. Alvin Goldfarb
Dr. Charles Bolen
Provost David Strand
Dr. Catherine Batsche

10.7.86.1

REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Responsible Department: Department of Health, Physical Education, Recreation, and Dance of the College of Applied Science & Technology
3. Proposed Program Title: Physical Education Major: Teacher Education Sequence; Coaching Sequence; Fitness Leadership Sequence; Athletic Training Sequence
4. Previous Program Title: Comprehensive Physical Education Major: Teacher Certification Sequence and Non-Certification Sequence; and Major in Physical Education: Teacher Certification Sequence and Non-Certification Sequence
5. CIPS Classification:

34.0101	Physical Education Major
13.1314	Teacher Education Sequence
36.0108	Coaching Sequence
34.0103	Fitness Leadership Sequence
34.0104	Athletic Training Sequence
6. Date of Implementation: Summer, 1987

7/8. Description and Rationale:

As requested by the Board of Regents, the Department of Health, Physical Education, Recreation, and Dance is changing the curriculum in the Physical Education major to reflect current occupational trends, to provide a wider range of career preparation, and to eliminate duplication.

In 1976, the HPR Department revised and merged the separate men's and women's undergraduate curricula into a single program which included a comprehensive major with teaching and non-teaching sequences and a major with teaching and non-teaching sequences. Presently, the curriculum is being revised to address unfulfilled needs expressed by program graduates, concerns raised during the program review process, questions raised by the Board of Regents' staff, and career opportunities beyond teaching.

Job opportunities have changed to include roles in sport and physical activity programs outside the school setting. Also, exercise/activity-related opportunities have expanded considerably. Many certified teachers are working in such non-teaching roles though they have not been adequately prepared for the specific requirements of these different positions.

Responses from graduates of 1981-1983 strongly support the need for better preparation for employment in sites other than schools. The proposed curriculum has been restructured to eliminate duplication, strengthen the non-teaching options, complement market demands, and create better preparation for graduates. Within this context, the Physical Education program has been restructured to include: 1) a 36-hour major, 2) a Teacher Education Sequence, 3) a Coaching Sequence, 4) a Fitness Leadership Sequence, and 5) an Athletic Training Sequence.

Catalog Copy
Proposed Physical Education Major

36 hours required

Core: 24 hours required of students pursuing the PE major and all PE sequences

1. Science Group (9 hours)

HPR 181	Human Anatomy and Physiology	3 hours
HPR 182	Human Anatomy and Physiology	3
HPR 282	Kinesiology	3
2. Behavioral Group (6 hours)

HPR 157	Motor Behavior	2 hours
HPR 252	Cultural Perspectives of Human Movement	2
HPR 253	Psychological Perspectives of Human Movement	2
3. Applied Group (5 hours)

HPR 150.40	Fitness and Conditioning	1 hour
HPR 156	Dimensions of Human Movement	2
HPR 180	First Aid	2
4. Movement Forms (4 hours) Select one from each group:

Group A: Individual Sports		
150.20	Badminton	1 hour
150.50	Golf	1
150.60	Gymnastics	1
150.70	Tennis	1
150.80	Track and Field	1
Group B: Team Sports		
151.10	Basketball	1 hour
151.30	Volleyball	1
152.20	Flag Football	1
152.30	Soccer	1
Group C: Dance		
124	Jazz Dance I	1 hour
153.10	Social Dance	1
153.20	Folk & Square	1
153.30	Modern Dance	1
Group D: Conditioning		
101	Cross Country Skiing	1 hour
104	Neuromuscular Relaxation	1
114	Nautilus Conditioning	1
126	Aerobic Dance	1
127.10	Aquatic Fitness	1
147	Weight Training	1

Twelve additional hours from within the physical education program are required for majors not selecting a specialized sequence. A minimum of 8 hours of upper-division courses are required, six of which must be at the 300-level. A second major or minor, or an individualized program by advisement, is recommended.

Teacher Education Sequence: 24-hour Core plus 22-27 hour sequence.
Part of Entitlement program leading to certification: Secondary 6-12

158	Instructional Strategies in PE	3 hours
221	Elementary PE Curriculum	3
241	Secondary PE Curriculum and Evaluation	4
258	Directed Experiences in PE	2
383	Adapted Physical Education	3

Movement forms in addition to those required in Core as follows:

Group A	3 hours
Group B	1
Group C	1

Note: All teacher education students must complete 153.20.

Group D	2
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Note: Teacher education students must use 101, 104, 114 or 147, 126 or 127.10 to meet this requirement.

K-12 Certification Option (Part of Entitlement program leading to certification : K-12):

Students desiring K-12 certification must complete student teaching (STT 399.75 - 5 hours) at the elementary level in addition to the 6-12 requirements listed above.

Professional Education Requirements: 22 hours

Coaching Sequence: 24-hour Core plus 28-hour sequence

207	The Coach in Organized Sports & Athletics	2 hours
298.10	Professional Practice	2
306	Psychology of Sport	3
378	Seminar in Professional Practice	2
384	Intro to Athletic Injuries	3
398.10	Professional Practice: Internship	12

4 hours selected from:

210	Baseball Coaching	2 hours
211	Basketball Coaching	2
212	Football Coaching	2
213	Track & Field Coaching	2
214	Wrestling Coaching	2
215	Volleyball Coaching	2

4 hours

Fitness Leadership Sequence: 24-hour Core plus 25-hour sequence

104	Neuromuscular Relaxation	1 hour
114	Nautilus Conditioning	
	or	1
147	Weight Training	
126	Aerobic Dance	
	or	1
127	Aquatic Fitness	
206	Fitness Instructor	3
298.10	Professional Practice	2
351	Exercise Physiology	3
378	Seminar in Professional Practice	2
398.10	Professional Practice: Internship	12

Athletic Training Sequence: 24-hour Core plus 31-hour sequence

298.10	Professional Practice	2 hours
351	Exercise Physiology	3
378	Seminar in Professional Practice	2
384	Intro to Athletic Injuries	3
387	Advanced Athletic Injuries	3
388	Lab/Clinical Practice in Athletic Training	6
398.10	Professional Practice: Internship	12

The revised curriculum will: 1) include a Core program encompassing the foundation of the discipline of human movement, 2) meet the concerns of current and former students in non-teaching areas, 3) include professional internships to help students bridge the gap between theory and practice, 4) expand curricular offerings to meet the changing roles of the physical educator, and 5) address the concerns of the Board of Regents' recommendations. The proposed Core will provide a cohesive theoretical introduction to Physical Education, and the accompanying sequences will expand career preparation opportunities. Also, the elimination of the comprehensive major will simplify the present curriculum.

The Core Program--Objectives of the Core curriculum are:

1. Establish an understanding of the basic structure and function of the human body.
2. Identify relationships between the structural development of the body and its potential for movement.
3. Identify relationships between vigorous exercise and the development and function of the human body.
4. Develop understanding of psychological factors which influence learning, motivation, and personal growth as applied to skill development and performance in sport.

The Core program is designed to give students an understanding of human physiology, psychological factors related to movement, first-aid procedures, physical conditioning, and exposure to the different kinds of movement forms. It includes: 1) a science group, 2) a behavioral group, 3) an applied group, and 4) a selection of activity courses including Individual Sports, Team Sports, Dance, and Conditioning. All students majoring in physical education will receive the same theoretical foundation to the discipline through the Core program and then must select further studies (12 hours) in physical education or a specialized sequence.

Major in Physical Education--The 36-hour major includes coursework in basic human movement, behavior, sports, dance, and physical conditioning. It is designed to provide students with an understanding of human movement and give them the opportunity to apply basic principles. The major consists of the 24-hour Core and 12 elective hours.

Teacher Education Sequence--Objectives of this sequence are:

1. Establish a working knowledge of human structure and movement.
2. Acquire knowledge of sports and human movement applicable to classroom and field instruction.
3. Acquire knowledge of safety and precautionary measures for use in instruction and supervision of activities.
4. Provide pedagogical skills in physical education.

The Teacher Education Sequence prepares physical education majors to teach in the elementary and/or secondary schools. The restructured curriculum clarifies requirements but does not narrow students' opportunities. Pedagogy courses and coursework in Movement Forms beyond the required hours in the Core provide a thorough foundation for teaching physical education in the public schools. Revision of the curriculum is based, in part, on state entitlement requirements and the improved physical education Core. The HPR Department has revised the Teacher Education curriculum to reflect recent trends in education and recently available information.

Coaching Sequence--Objectives of the Coaching Sequence are:

1. Acquire appropriate levels of performance and knowledge of coaching techniques and strategies in selected sport activities.
2. Demonstrate appropriate coaching methods and techniques in a practicum setting under the supervision of highly-qualified coaches.
3. Apply principles of prevention, recognition, and care of common sport injuries.
4. Identify ethical practices of coaching and begin to develop a professional philosophy.
5. Apply selected principles of organization and administration such as legal aspects, budgeting, and scheduling to the planning and operation of a competitive sports program.

In the past, coaching and teaching have been perceived as companion vocations because most coaching has occurred in schools, performed by teacher-coaches. The recent expansion of agency and community youth-sport programs and the increase in sport participation by adults in activities for fitness and recreation, the two careers are perceived by many as separate. Furthermore, teacher certification programs in physical education may not always provide adequate preparation for coaching; in most formal teacher preparation programs, there is a paucity of courses offered specifically as preparation for coaching. The proposed Coaching Sequence prepares physical education majors to coach sports in settings

other than public schools where there is an increased demand for qualified personnel. Required courses provide a core of knowledge from the physical education profession as well as additional psychological, biological, and sociological concepts related to athletes' needs, coaching behaviors, and sports in society. Elective courses permit the student to specialize in specific sports or age groups. Required professional practice experiences provide practical experience in the selected sports area under qualified supervision. Certification will be available through the American Coaching Effectiveness Program (ACEP).

Fitness Leadership Sequence--Objectives of this sequence are:

1. Acquire basic skills in researching, selecting, purchasing, implementing, operating, and maintaining equipment and supplies used to develop or evaluate health and fitness.
2. Use clinical/laboratory techniques, procedures, and equipment, including first-aid, safety, and emergency procedures.
3. Use health and fitness-testing techniques and instruments, and evaluation and interpretation of results, to develop individualized exercise programs for safe and successful experiences.
4. Use knowledge of the nutritional needs of the body and identifying factors affecting weight control.
5. Use knowledge of various handicapping conditions and the aging process for writing individual exercise prescriptions appropriate for existing conditions and administering testing programs to assess fitness.
6. Define the concept of stress, identify factors which influence stress, and suggest actions which may be taken to prevent or reduce stress.

The phenomenon of interest and participation in physical fitness, once thought to be a fad, continues to increase in momentum throughout the United States. In the corporate arena, increasing numbers of companies have opened fitness centers or negotiated low-cost membership fees for employees at private health spas, seeking a payback in improved employee health and fitness. Additionally, fitness has created its own position in the market; health spas are capturing the lion's share of this market and have even become an attractive vacation alternative. The focus of spas

has changed from immediate results to long-term goals; in addition to movement, attention is being paid to life styles, stress, cardiovascular fitness, nutrition, and relaxation. Teams of experts now assist participants in the development of individual profiles with specific prescriptions.

This fitness phenomenon has created a demand for more expert information about weight control, nutrition, stress reduction, and exercise. Since physical education is an integral component in the overall health and well-being of our society, it must assume a strong leadership role in this movement. The desperately-needed physical educators must be specifically trained in the scientific basis of human performance, exercise-testing and fitness-evaluation techniques, and exercise-prescription standards.

The Fitness Leadership Sequence prepares students who have a specific interest in physical fitness or exercise science for professional leadership roles in business, industry, and community agencies. It includes preparation in the discipline of human movement with special emphasis in human anatomy, kinesiology, physiology, exercise leadership, and management. Related practicum experiences are an integral part of the sequence.

Athletic Training Sequence--Objectives of this sequence are:

1. Apply principles for prevention, rehabilitation, and care of common sport injuries.
2. Identify injury/illness risk factors associated with participation in competitive athletics and sports, and implement the necessary components of a comprehensive athletic injury/illness-prevention program.
3. Develop and implement sport-specific training and conditioning programs as well as rehabilitation/reconditioning programs for injuries/illnesses sustained by competitive athletes.

4. Conduct a thorough initial clinical evaluation of injuries and illnesses sustained by competitive athletes for the purpose of administering proper first aid and emergency care and making appropriate referrals to physicians for complete diagnosis and medical treatment.
5. Apply appropriate levels of performance and knowledge in the techniques of athletic-training bandaging and taping skills.
6. Apply athletic-training knowledge and skills in a practicum setting under the supervision of a certified athletic trainer or other qualified sports medicine professional (i.e. team physician).

The increased interest and participation in physical fitness and sports during the past decade has brought a great deal of change in the fields of athletic training and sports medicine. The sports media have exposed the processes by which participants' injuries are tended and heightened awareness of the dangers of unsupervised or unstructured vigorous exercise programs. This awareness has created a rapidly-expanding interest in athletic training and sports medicine careers.

The professional preparation of athletic-training students has developed rather dramatically during the past 15 years. Prior to 1969, only a handful of colleges and universities offered any formal program to prepare athletic trainers. Today, approximately 64 undergraduate and nine graduate programs are approved by the National Athletic Trainers Association (NATA).

In addition to recent recommendations regarding professional preparation, other changes support the Athletic Training Sequence proposal. Over the past several years, 15 states have passed some form of legislation to license or register athletic trainers. On June 24, 1985, the Illinois House of Representatives approved Senate Bill 758, The Athletic Trainers Practice Act, and forwarded it to Governor Thompson, who signed the act into law.